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ABSTRACT

The middle school and senior high school of the Pojoaque Valley (New Mexico) School District share many facilities and services. Because of the need for expansion of facilities, some construction projects are budgeted that include remodeling the vocational building, building the music building, and adding built-in equipment to all remodeled and new facilities. The school district is attempting to secure additional capital outlay funds from the 1980 New Mexico Legislature. With these, it plans to have architects construct a building that may contain art and special education facilities. This educational specification provides the project's architects and their associated engineering firms with a detailed written statement of the educational program that is to be operated in the facilities being constructed and those planned for the future. (Author/MLF)

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EDUCATIONAL SPECIFICATIONS

FOR THE

POJOAQUE VALLEY SENIOR HIGH SCHOOL

ED195007

PREPARED BY

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POJOAQUE VALLEY SCHOOLS

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Joseph Merhege, Junior High Principal

Frank Trujillo, Elementary School Principal

ACKNOWLEDGMENTS

Several faculty and staff members of the Pojoaque Valley Senior High School made many significant contributions to the contents of this document, and hence to the future of instructional and learning facilities which will characterize their school. Their efforts are sincerely appreciated. (The names of these employees are listed on the page which follows.)

The members of the Board of Education have continuously demonstrated concern for the development of an instructionally adequate, safe and healthful elementary school for the younger children of the Pojoaque Valley School District. This project is another demonstration of their endeavors. Throughout the development of these Educational Specifications, the members of the Board of Education have exchanged views, opinions and ideas with Administrators and the Educational Consultant. The Board handled all matters fairly, promptly and with good judgement. They are commended for the quality of their participation and decision making

The Superintendent of Schools and his Central District staff are due special recognition for their untiring and determined efforts. These people have been most helpful throughout the development of this report.

Although the Architect for this project, Dean and Hunt of Albuquerque, were not responsible in any way for the development of this Educational Specification, a representative of the firm, Hal Dean, participated in sessions as the document was reviewed with School District personnel. Mr. Dean's involvement contributed

to the scope and nature of some of the document's contents. His efforts are also appreciated.

State Department of Education personnel, under the guidance of James West, have and continue to be very helpful in the preparation, review and use of this educational specification. Their efforts and the use of SDE developed planning guidelines are sincerely appreciated. They were always cooperative and helpful.

In closing I would like to publicly express thanks to the BOEPAD staff for their many meaningful inputs to this Educational Specification, and particularly to Pat Tolley, Secretary, and Jean Orman, Typist.

R.F.T.

SENIOR HIGH SCHOOL FACULTY AND STAFF

Ernest Sanchez	*Music Teacher*
Rosina Short	*Art Teacher*
Sam Melendrez	*Vocational/Technical Education Teacher*
Alfredo Martinez	*Industrial Arts Teacher*
Rozanne Kramer	*Special Education "C" Program Teacher*
Cipriano Gomez	*Special Education "B" Program Teacher*
Cynthia Klingler	*Educational Diagnostician*
Manuel Casados	*Counselors' Representative*
Nelson Gonzales	*Principal*

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Note: Although it would be normal practice for BOEPAD to retype this document before releasing it, the document was released in its present condition to expedite its use by the Architect. (On this particular facilities project, the Architect was placed under contract with Pojoaque prior to BOEPAD, and hence, preparation time was more limited than normal. BOEPAD apologizes for the variations in type face and format.)

SECTION I

BACKGROUND INFORMATION

I. BACKGROUND INFORMATION

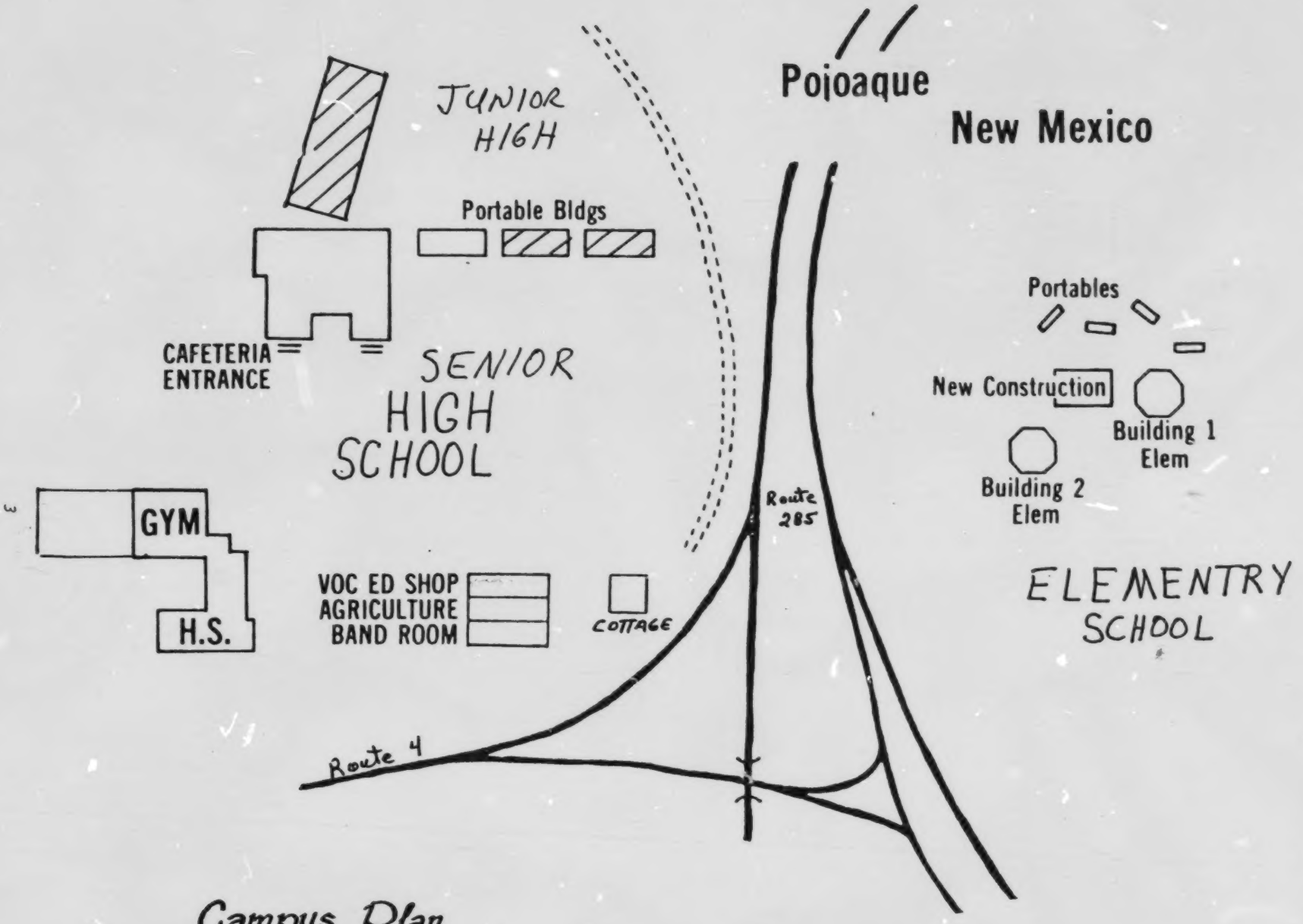
The Pojoaque High School site contains both a Senior High School and a Junior High School. Each of the two high schools has some facilities which it only utilizes; some facilities located on the site are utilized by both schools, and a few rooms are annually shifted back and forth between the two schools.

The High School campus contains a number of structures - see the campus plot plan on the next page.

As can be easily seen, the site is too small to accommodate all of the facilities of the two schools. In recent years a new track (with space for a football field) has been developed on the far side of the Elementary School. A tunnel located under Route 285, permits students to pass back and forth between the High School and Elementary School sites.

Some day in the future one or two additional expansion efforts could conceivably be undertaken. The School Board could move the Junior High to a third site (this would allow more of the High School site to be used for physical education, buildings, parking, etc.), and the School Board could expand the present site by buying land located to the north of the present gyms.

Until such site expansion takes place--and there are no plans for expansion at the present--the Junior and Senior High Schools will continue to share facilities. Over the next five to ten years the list of facilities to be shared could be expanded to include all of the facilities being planned as a part of this project.


JUNIOR HIGH
Pojoaque
New Mexico
Portable Bldgs
CAFETERIA ENTRANCE
SENIOR HIGH SCHOOL
Portables
New Construction
Building 1 Elem
Building 2 Elem
GYM
H.S.
VOC ED SHOP
AGRICULTURE
BAND ROOM
COTTAGE
Route 285
ELEMENTRY SCHOOL
Route 4

Campus Plan

To facilities planners this means that although the facilities to be planned as a part of this project are strictly for Senior High School usage at this time, in one or more years into the future a new chief administrator or School Board could decide to have junior high students also utilize the facilities now being planned for art, music, industrial arts and special education. (It is considerably less likely that the vocational agriculture shop would ever be used by junior high students.) The possibility of this dual use has implications for such factors as storage, safety, furniture sizes, location of structures, sidewalk layout and so forth.

It should be noted that the Owner has no preconceived notion about just where each of the proposed facilities should be located. The Architect is encouraged to use his creative talents and technical knowledge and propose the best alternative solutions.

It is anticipated that the only site work which will be completed as a portion of this project will be those land areas which must be disturbed for the construction of new buildings and any connecting site improvements, utilities, etc. from new to existing facilities.

The Architect will be responsible for incorporating all built-in equipment in his plans and specifications. The Owner intends to purchase, directly, all of the movable futniture and equipment required to adequately furnish facilities being constructed at this time. The Architect may propose an alternate process.

The Owner has budgeted the expenditure of $377,000 for this project and expects it to be used as follows:

Construction (including remodeling the Vocational Building, building the Music Building and built-in equipment in all remodeled and new facilities)	$323,000
Movable Equipment	30,000
Architectural/Engineering Fees	21,100
Educational Consultant Fees	1,900
Other	1,000
Total	$377,000

It should be noted that the Owner is attempting to secure additional capital outlay funds ($275,000) from the 1980 New Mexico Legislature. With this it plans to have the Architect construct a building which may contain art and special education facilities. (The special education facilities may be built in remodeled space in a present structure--and a regular classroom may be built in a new structure with the art facility. It is possible that the $275,000 -- or some portion of it-- may not become available in which case the Owner may reorder its priorities. Whatever funds are secured will be budgeted about as follows:

6 1/2% for Architectural/ Engineering Fees

1/2 of 1% for Educational Consultant Fees

15% for movable Equipment

1/4 of 1% for Other Costs

77 3/4% for Construction, including Built-in Equipment

SECTION II

THE POJOAQUE VALLEY SCHOOL DISTRICT

II. THE POJOAQUE VALLEY SCHOOL DISTRICT

The Pojoaque Valley School District has its central administrative facility in the town of Pojoaque.

The Middle (junior) School and the Senior High School are both located on a site which is about 1/4 of a mile to the northwest of the elementary school. The Middle School and the Senior High School share many facilities and services.

The present educational program of the Senior High School will continue to be the program of the school, during and after this construction project - albeit two slight changes are being added. Choral music will likely be taught 1-2 periods a day in the new instrumental room and a third instructional area is being added to the industrial arts program.

Students who attend the school come from a multi-cultural community. Indian families from four different Pueblos may elect to send their children to the Pojoaque Schools. The proposed facilities should reflect the cultural and environmental characteristics of the Pojoaque Valley.

SECTION III

EDUCATIONAL SPECIFICATIONS

III. EDUCATIONAL SPECIFICATIONS (Edspec)

This educational specification provides the project's Architects, Dean and Hunt of Albuquerque, New Mexico, and their associated engineering firms, with a detailed written statement of the educational program which is to be operated in the facilities being constructed in this project. The document also provides the Architects and the Engineers with additional project related information which should improve their becoming oriented and knowledgeable about the client, the Pojoaque Valley Schools, and the scope and nature of the project.

This Edspec has been prepared by the Educational Consultant. During its preparation, the Educational Consultant discussed with the School Board, the Administration, the School Faculty and Staff, the scope and nature of the ongoing program and the functions to be housed in the proposed facilities.

It became obvious during these discussions that the School District wanted to construct more facilities than the funds available would probably permit. So that the Architect and Engineers could devote their efforts to the facilities that would most likely be built with the funds available at this time, the Educational Consultant assisted the School District with discussing the order of its priorities while material was being prepared for the Edspec.

Priorities have been rated in the following sequence:

1. *Build the Music Facility.*
2. *Remodel the Vocational Building.*

3. Construct the Special Education Facility in a new building or in a remodeled classroom building area.
4. Build the new Art Facility.
5. Do site work (maybe retaining the cottage as student clubs facility.

PERIODIC REVIEW OF PLANS AND SPECIFICATIONS

The Owner expects the Architect to work closely with the Superintendent, his designated representative and the District's Educational Consultant. The Architect shall schedule periodic reviews of architectural and engineering drawings and specifications jointly with the Owner and the Educational Consultant. At the minimum, these reviews should be scheduled as follows:

1) During the first 2-4 weeks of the Architect's commission and while the Edspecs are being written to assist the District and the Educational Consultant in finalizing the priority level of current facility needs.
2) When the Architect is prepared to present alternate schematic ideas for positioning the new structure(s) for conceptually locating all programs and facilities specified in the Edspec.
3) When the final schematic is presented.
4) When the preliminary drawings and specifications are ready to present.

5) When the final preliminary drawings and specifications are ready to present.

6) When the final drawings and specifications are within 95-100% of being completed and in any event at least three weeks prior to the opening of bids.

The Architect is cautioned that his plans and specifications must be reviewed and approved by the New Mexico State Department of Education (SDE). The Owner and Educational Consultant will work closely with the Architect in arranging for this review and will have preliminary discussions with SDE representatives in an effort to make the review process an expeditious and helpful process.

SECTION IV

SCHOOL PLANNING RESOURCES

IV. SCHOOL PLANNING RESOURCES

BOEPAD has a library containing many books, brochures, slides, reports and other educational facility planning materials. The Architects and Engineers for this project are welcomed to utilize these materials. In addition, BOEPAD staff members can generally borrow planning materials from numerous other departments of the University of New Mexico and other State of New Mexico agencies. BOEPAD will be glad to assist the Architects and Engineers secure any needed materials.

During February 1980, the Association of School Administrators will be holding its annual meeting in Anahiem, California. There will be two major exhibits at this meeting, one on school architecture and the second on school furniture and equipment. Both the Pojoaque Valley Schools and the Educational Consultant expect to have representatives attend and the Architect is urged to do likewise. These two exhibits could generate many ideas which would be applicable to this Pojoaque School Project.

SECTION V

MASTER PLANNING-FACILITIES/SITE

V. MASTER PLANNING - FACILITIES

Since much of the land located in the Pojoaque Valley School District has not been subject to local taxation, the District has been continuously short of capital outlay funds. In earlier years some of this shortage was made up by P.L. 815 capital outlay grants and to some degree in more recent years some of the shortage has been made up by state capital outlay grants. All of these grants, however, have been made in small amounts, meaning that the District has never been able to plan and build a complete plant at any one time. Instead it has been built in what might be categorized as "bits and pieces". Each few years an additional facility was planned and added-- and what the facility was depended on what a particular grant could be secured to construct or what the local pressures/desires may have been.

As a result of this funding problem-- and other problems-- both a junior high school and a senior high have been built on a common site, a site which is too small to accommodate both schools.

The Architect for this project is urged to keep several factors in mind as he suggests site locations for this project:

1) The present site will continue to hold both schools for an indefinite number of years.
2) The junior high may be relocated to another site in the future.
3) New facilities should be sized and located where they will best fit into both short range needs of the two schools and long range needs of the senior high school.

4) *The site has not been master planned in recent years; some suggestions for further master planning would be helpful-- although it is recognized that master planning is not a part of the Architect's current contract.*

5) *The site is small for a senior high school and far too small for the two schools. Land should be conserved as much as possible-- within cost and code factors.*

6) *It should be assumed that the present site will be used mostly to house buildings, student outdoor recreational and social spaces and vehicular related facilities. Hopefully, additional land will be added to the site in the not too distant future and this will become physical education related space. (The Architect may need to have it pointed out that the high school uses a baseball field and a track located about one quarter mile toward Santa Fe-- on the Elementary School site.*

In general, it has been felt that the new facilities should be single story in height, however, they could be any height or shape which evolved from functional design and which would be aesthetically pleasing in relationship to existing and future school structures and the immediate environs of the site.

Careful thought should be given to the selection of materials,

finishes, colors, equipment, hardware, typical design details, etc. When it is reasonably economical, functionally wise, and aesthetically acceptable, consideration should be given to specifying items already in use on the site.

The mechanical and utility systems of each building should be designed to be independently operated, but similar in design to reduce operating and maintenance problems. To the degree that it is functionally possible, this project should tie into existing utility systems.

It could be that new utilities may have to be brought into this site to meet the needs of facilities being built in this project. The Architect/Engineers should examine this potential problem within the first several weeks after receiving this Edspec and alert the Owner to the scope and nature of any problems which might exist.

It is Pojoaque's desire to have-- at some time, years in the future-- a total senior high school plant which looks like it was designed to be a harmonious, carefully planned plant. The Architects/ Engineers for this project are asked to keep this in mind, and to incorporate this long range concept in the design of the facilities included in this current project. This is not intended to mean that everything has to be common in appearance, but rather that the inclusion of modern day materials, equipment, etc. should be selected to enhance the overall appearance of the school and its community.

MAJOR PROGRAMMATIC CONSIDERATIONS

The industrial arts shops should be located adjacent to each other-- they could share, but it is not essential, a common core of space utilized for offices, storage and lecture classroom. Both of these facilities need to be located where about 10,000 square feet additional vocational facilities can be added in the future.

The special education facilities should be located in the existing classroom building or in a new structure located close to the existing classroom building. To the degree possible it would be desirable to distribute the special education program in among existing facilities, rather than to isolate them as they have been in recent years.

The music facility should be located where the loud sounds it creates will not pose any problem for other classes, and where it can function without loud interrupting sounds from other classes. The facility should be located where a choral music facility of about 1800 square feet can be added later and next to the instrumental facility.

The art facility will probably have to be built smaller than would be desirable due to a shortage of funds. Therefore, this art facility should be located where it too can be expanded (by about 1,000 square feet) in the future.

The parking of student, faculty and staff cars is an ongoing concern on this site. If funds permit the expenditure of money to improve the vehicular related needs of the site, careful thought needs to be given to how parking is to be distributed throughout the

site to maintain the best possible control of safety, noxious fumes, dust, noise, and other such potential problems.

Those who drive into the site earlier and leave late (teachers and staff) should probably park the furtherest from the highway entrance; those who come later and leave earlier (students) should park closer to the main entrance, and short term visitors should be restricted similarly. It should not be possible for autos and trucks to meander at will all over the site.

The input of the Architect is needed before firm decisions can be made about how many new structures and parking areas should be constructed, and about where they should be placed.

SECTION VI

THE POJOAQUE VALLEY HIGH SCHOOL

VI. THE POJOAQUE VALLEY HIGH SCHOOL

PROGRAM

The educational programs which will be housed in the facilities constructed in this project are already in operation in either temporary or otherwise unsuitable facilities at the present school site. When facilities being constructed in this project are ready for occupancy the existing educational programs will be moved into the new facility making it possible to dispose of the existing cottage building and more significantly making it possible to improve the functioning of present educational programs.

PERSONNEL

The facility and staff of this school which are involved in this project are listed on Page v.

STUDENT ENROLLMENT

Grade		No. Students
7	=	86
8	=	99
9	=	98
10	=	113
11	=	106
12	=	84
	Total	586

SECTION VII

EQUIPMENT

VII. EQUIPMENT

Three different types of equipment will need to be provided in the facilities of this project; they include:

1) *Basic facilities equipment*
2) *Operations and maintenance equipment*
3) *Instructional, administrative and support service equipment*

BASIC FACILITIES EQUIPMENT

The Architect/Engineers are responsible for planning and specifying all built-in building equipment, such as heating, ventilation, air conditioning, electrical, mechanical and plumbing systems. This includes all facility connected pumps, motors, filters and similar units. It includes all utility and mechanical systems. The Architect/Engineers shall designate each piece of equipment to be provided and installed by the Contractor and detail when and how each piece of equipment will be operationally tested.

The Architect is responsible for seeing that three identical and complete sets of operating, maintaining and testing instructions are delivered to the Superintendent of Schools at least 30 days prior to occupancy of any and every portion of this project.

In addition, and this shall be made a very specific part of the general contract specifications, the Contractor will be responsible for providing a minimum of eight (8) hours of highly competent on-site operational instruction to Pojoaque Valley School District

personnel for each type of major equipment installed in the facilities included in this project.

OPERATIONS AND MAINTENANCE EQUIPMENT

The School District will specify and purchase all of the movable operations and maintenance equipment which is to be purchased for this project.

INSTRUCTIONAL, ADMINISTRATIVE, AND SUPPORT SERVICE EQUIPMENT

This category includes all of the remaining equipment which needs to be provided for this project. This equipment will include:

1) Built-in equipment

2) Movable equipment

Built-in equipment includes that equipment (and furniture) which will be attached to walls, floors, utility lines, etc., in a rather permanent fashion, e.g. cabinets, sinks electrically operated or water serviced kitchen equipment with utility connections. The Architects/Engineers are to incorporate all of this built-in equipment in their general contract documents.

Movable equipment is that equipment and furniture which should be specified and purchased-received-inspected by the Pojoaque Valley School District. It is equipment and furniture which can be easily moved from one facility in the school to another. Examples of movable equipment include chairs, tables, microscopes, typewriters, movie projectors, pots and pans, etc. The Pojoaque Valley School District will specify and purchase this movable equipment. The Educational

Consultant will help the District identify the items to be considered for purchase; the Architect may help also.

Some of the equipment which has already been identified as being desirable is included in this Edspec; other lists are being developed by the School District.

SECTION VIII

VOCATIONAL EDUCATION

VIII. VOCATIONAL EDUCATION

INTRODUCTION

Since the passage of the Vocational Education Act of 1963 by the U.S. Congress, vocational and technical education programs in America's high schools have grown significantly, both in size and scope. In New Mexico, vocational/technical education is a product of both Federal and State mandate.

Today's world of work is undeniably technical in nature, with a technology that is rapidly changing. Because of this fact, today's high school vocational education programs must not only teach students today's vocational skills, but must also impart on its students the capacity to accept and deal with tomorrow's changes in technology. With this fact in mind, vocational education facilities for the Pojoaque High School should be designed based on the following assumptions:

1) *Vocational education facilities should be designed to meet the needs of the students of Pojoaque High School, both male and female, and the current vocational education program.*
2) *The vocational education programs at Pojoaque High School are likely to expand in the foreseeable future, both in size and scope.*
3) *Vocational education is a part of each student's general high school education, requiring not only vocational performance, but general skills in communication, problem solving and critical thinking. Therefore, vocational education is irrevocably tied to the school's general education program.*

CURRENT VOCATIONAL EDUCATION FACILITIES

Pojoaque's current vocational education program consists of the two separate instructional areas of industrial arts and vocational agriculture. These are currently housed in a 9,000 square foot building, and share that facility with the school's music program and one classroom of special education. For obvious considerations, especially acoustical ones, this housing arrangement is less than adequate.

Although no structural assessment was made by BOEPAD, the current vocational building appears to be in reasonable condition. Some problems were noted related to the HVAC units, building utilities (especially electricity) and acoustics. In many instances, current spaces are cramped and poorly utilized. The building is reasonably located with respect to other campus facilities.

INDUSTRIAL ARTS - CURRENT PROGRAM

The industrial arts program is primarily exploratory in nature and is designed to give the student exposure to a relatively wide range of vocational experiences. The current program contains these major components: 1) Drafting 2) General Shop I 3) General Shop II.

One class of drafting (mechanical drawing) is currently offered. However, four different levels of instruction, ranging from level I to IV, are given during this one period. Students at level I are given basic instruction in free hand and mechanical drawing, and can progress through to level IV, where their skills are refined and applied to

detailed drawing. Currently, 32 students are enrolled in this one class of Drafting.

General Shop I is offered three periods a day. It is an introductory level course, and is exploratory in nature in which the students can develop some basic skills in several vocational reas. General Shop I is taught on a unit basis, with four basic units of instruction being offered. These four units are shop planning, woodworking, leather craft and manufacturing.

The shop planning unit is directed toward giving the student the skills necessary to successfully plan a shop project. Included in these are skills in sketching and layout of projects, selecting appropriate materials, plus estimating materials costs and construction time requirements.

The most extensive unit in General Shop I is the woodworking unit. In this unit the student develops basic skills in the use and care of common hand woodworking tools and basic woodworking machines. Each student applies these skills by planning and constructing at least one carpentry project. The leathercraft unit is designed to develop both an appreciation in the student of leather design and craftsmanship, and to develop a working knowledge of the means, methods and processes in leathercrafting. Actual craftswork and the construction of leather projects are carried out.

The final General Shop I unit is a unit in manufacturing. Students apply skills learned in carrying out the routinized and mass production of a product.

There are 20 to 25 students in each General Shop I class.

General Shop II offers students the opportunity for greater skill development in two areas, and introductory skill development in two areas. Offered on a rotating two-year basis, four semesters of work are available. In one year, advanced woodworking and power mechanics are offered, while the following year offerings include basic electricity and carpentry.

In advanced woodworking, students increase their skills in working with woodworking tools, both hand tools and power machinery. Students apply their planning and construction skills in the design and construction of cabinetry type projects. Finishing procedures are emphasized in the completion of projects.

Power mechanics is an introductory level semester unit, and is directed toward giving the student an understanding of complex power components. Emphasis is on small gasoline engines, with most application in this area. Some study is made on other areas of power technology, such as steam, fluid, and electrical. Extended periods of time are spent on disassembling, repairing and assembling of small gasoline engines.

Another introductory semester unit is that of basic electricity. This unit is designed to introduce the student to basic theories and properties of electricity. The students then apply this knowledge through use of basic electrical tools and components. Students gain skills in the use of electrical test equipment and minor trouble shooting and repair of appliances and home electrical circuits.

Carpentry is the final component in General Shop II. Using basic skills gained in General Shop I, students improve and refine their use of carpentry tools and processes. Students plan and carry out a basic carpentry construction project, including the identification and selection of proper building materials, and culminating in the successful completion of a finished building project.

Current enrollment in General Shop II numbers 25.

VOCATIONAL AGRICULTURE - CURRENT PROGRAM

The vocational agriculture program at the Pojoaque High School encompasses two broad areas; vocational agriculture and welding. There are four levels in the vocational agriculture area. Students begin in level I with an introductory level course. In this course students are taught units in citizenship and leadership development; livestock selection and judging including beef cattle, dairy cattle, poultry and lamb; agricultural occupations and introductory arc and oxy/acetylene welding. Thirty-two students are enrolled in Vocational Agriculture I. Those students spend the majority of their time in lecture sessions.

Vocational Agriculture II, III and IV are for students who wish to gain greater depth and skills in the areas covered under Vocational Agriculture I. In level II, students spend a greater portion, about 50 percent, of their time on developing welding and light fabrication skills. Twenty-two students are enrolled in level II. Students in levels III and IV spend a two hour block of time daily in vocational agriculture class. These students, currently twelve of them, spend

approximately 80 percent of their time on shop related project work and in field work away from campus.

The welding course takes students at a beginning level of welding skills and advances them through light fabrication work. Both arc and oxy/acetylene welding are taught. Students spend half of their time in lectures and half in shop work. There are currently twenty-two students in the welding class.

FUTURE CONSIDERATIONS FOR VOCATIONAL EDUCATION AT POJOAQUE VALLEY HIGH SCHOOL

One of the assumptions made in the development of this Edspec is that vocational education is in a growth pattern. It is likely that the vocational education program at Pojoaque High School will grow, both in size and scope, in the near future in meeting the needs of its students. If the High School is to remain in its present location, the Architect needs to consider future additions to the vocational education program, and the resulting facility and space implications, in his design and placement of facilities being developed under this Edspec.

The direction that the growth in the school's vocational education program will take is difficult to predict. Several factors, such as the growth pattern of the District and the future availability of capital outlay funds, will impact the direction of the program. Other factors will also impact the program.

One of these would be the expansion of the program to include two industrial arts teachers instead of the current one teacher. Such a

development could result in a greater variety of offerings. It could also result in greater specialization in the program. For instance, one teacher might specialize in metals and wood, while the other could concentrate on drafting and electricity. Another factor could be the expansion into the offering of industrial arts for junior high school students.

In the area of occupational vocational education, development of industry and the associated needs of industry would impact on the development of the school's program. Also, vocational programs at the Northern New Mexico Community College located in Espanola, and the possible use of their programs by the Pojoaque School District, would affect the school's potential offerings.

THE IMPACT OF NEW FACILITIES ON THE CURRENT VOCATIONAL EDUCATION PROGRAM

The development of new and/or improved facilities for the vocational education program at Pojoaque High School will have a considerable impact on the current program. Indeed, the major reasons for facility development will be its favorable impact on the school's vocational education program. It will provide more and better space for project work, student work stations, storage and office space, etc. These will impact favorably on the program's quality.

The current vocational agriculture program is a State Department of Education (SDE) approved program. However, because of space and equipment restraints, the industrial arts program has not been SDE approved. It is the feeling of the administration and staff of the

Pojoaque High School, and the recommendation of BOEPAD, that the school gain SDE approval for its industrial arts program. These Edspecs have been developed with that in mind.

GENERAL REQUIREMENTS FOR VOCATIONAL EDUCATION FACILITIES

Layout

A large variety of diversified activities will take place in the vocational education facility. An open layout is most appropriate to support this. An open arrangement also allows for easier supervision of student activities and better supports the flexibility needed for changes in the curriculum.

Placement of activities and equipment should support the flow of materials and operations. Movable partitions can be used to separate distinct activities when necessary. Except when necessary, equipment should be movable to allow for rearrangement when material flow changes are desirable. The main shop area should approximate a square as closely as possible.

Location

Some of the materials and equipment used in the school's vocational education program are large, bulky and heavy. Additionally, much of the equipment used causes vibration. There also must be ease of access and delivery. Because of these factors, it is essential that the vocational education facilities, especially work and laboratory areas, be located primarily on the ground floor. An above-ground location could be used for some functions, such as some storage functions.

As stated earlier, the vocational education program is an integral part of the high school's general educational program. Because of this, the vocational facility needs to be reasonably close to the other school facilities. However, because many of the activities that take place in the vocational program are quite noisy (minimizing the noise at the source is discussed later), the vocational facility cannot be so close to other buildings that noise from the vocational program would cause problems.

Physical Environment

The activities and machinery of the vocational program are quite noisy. This noise should be minimized to the extent possible at its source. Much of the machinery is heavy and causes vibration; they can be fastened to the floor. However, it would be preferable to purchase vibration free pads on which to set machines. These would help reduce vibration and noise, and in addition, make relocation of machinery easier.

Acoustical treatment of floors, ceilings and walls is recommended. Especially noisy machinery could be enclosed within an acoustically treated partitioned area. However, this should only be done if absolutely necessary because such partitioned areas are difficult to supervise. The air compressor should be isolated completely from the rest of the facility.

The vocational facility should be lighted, to the extent possible, with a combination of natural and artificial lighting. Windows should be located about seven feet above floor level (except

in the drafting area), both to allow wall area to be free for shelves, cabinets, chalkboards, etc. and to avoid potentially dangerous outside distractions. Windows should have shades, and preferably blackout capability.

Lighting should be glare free and uniform artificial lighting should be at a level to permit night time use of the facility, and lighting fixtures should be explosion proof.

A level of 100-150 foot candles of lighting is recommended for the drafting area. For other areas, 70-100 foot candles are sufficient. Walls in the facility should be non-reflective, with durable and easy to care for finishes.

The heating, ventilating and air condition (HVAC) system should be adequate to provide for year round use. Because there are dust producing machines in the facility, special consideration is needed in the design of the return air filters for the HVAC. A secondary air filter may be required.

All dust producing machines must be provided with an exhaust system. The exhaust system must have easy access for cleaning. In addition to the dust collection system, each component producing hot gases or noxious fumes must have its own independent ventilating hood. Because of the flammable nature of materials being vented from the finishing area, an independent ventilating system must also be provided there. Under no circumstances should the finishing area ventilating system be shared with other areas.

Utilities and Services

Restrooms should be conveniently located, for both boys and girls. Near the main exit, a washing-up area, with both hot and cold water, and mirrors, is needed. Also located near the main exit should be a student storage area for the placement of students' personal items, such as coats and jackets, books, etc. Water fountains should be accessible to students.

In addition to providing 110 volt service, 210 volt, three phase electrical service is required for most pieces of power machinery. This service must be provided with circuit breakers and panic buttons for machinery and outlets. Permanently installed machinery should be grounded, have insulation switches and magnetic on and off switches. Because some machinery may be moved, flexibility should be planned in the provision of electrical service. Variable AC and DC will be necessary in the electricity sub-area.

Safety

Because of the great potential for accidental injury, safety is a major concern in the vocational program. The development of safe work habits and proper care and operation of machines and tools are vital. Additionally, the vocational facility must support safety.

A space of at least three to four feet should be provided between work stations and benches and around power machinery. A main aisle should be allowed for through the work area that is unobstructed and about four feet wide. Other safety lanes should be provided

where appropriate.

Floors should be non-skid/non-slip and have a sufficient and uniform load bearing capacity. Floor areas around electrical machinery and equipment should be covered by insulating rubber matting. At least two doors, one each in the industrial arts and vocational agriculture areas, should be provided that are large enough to permit service, and for delivery of large materials and equipment.

Fire fighting equipment, to meet State and OSHA requirements, must be provided. Adequate first aid supplies should be readily available. Master controls for all gas and all electricity should be quickly accessible to the instructor and the students. Machinery must have safety guards and protective shields. Approved metal receptacles are necessary for oily rags and other waste materials.

Storage

Necessary storage will fall into the following eight categories:

1) *Large materials storage--primarily large pieces of metal and wood*
2) *Small materials storage*
3) *Tool storage*
4) *Student project storage*
5) *Approved flammable materials storage*
6) *Teacher storage*
7) *Student storage*
8) *Oxy/acetylene storage*

When practical, storage should be in movable units for greater flexibility. Tool storage for specific machinery use, such as lathes and circular saws, should be located adjacent to the machinery. General tool storage should be centrally located and lockable.

INDUSTRIAL ARTS - SPECIFIC USER REQUIREMENTS

The educational specifications for the industrial arts facility at Pojoaque High School have been developed based on the assumption that the school's industrial arts program will become SDE approved. Such approval, as stated in the Position Paper on Industrial Arts (New Mexico Department of Education circulated), four areas of instruction must be provided at the upper secondary level for a program to be approved. This Edspec is developed primarily for facilities to support the following four areas:

1) *Woods/Exploratory Construction*
2) *Drafting*
3) *Basic Electricity*
4) *General Metals*

The following specifications describe the years required to support a multi-purpose industrial arts shop. It will describe:

1) *The four sub-areas needed to support the four above-named instructional areas.*
2) *A general purpose work area to be shared by the sub-areas.*
3) *Supporting areas.*

Woods/Exploratory Construction Sub-Area

The sub-area for woods/exploratory construction will contain spaces for machinery, wood storage, material, hardware and tool storage, and a finishing room. The following table indicates the recommended machinery for which space should be provided. It also shows

the approximate space required for each piece, if that piece is currently on hand and, if on hand, if it needs to be replaced, and if it is not currently on hand.

Storage, both for large and small items, is necessary for this sub-area. Large pieces of lumber should have vertical racks conveniently located for students and delivery. Plywood can be stored vertically on edge. Small pieces of lumber can be stored in mobile storage carts and storage bins. Small materials, and expecially hand tools, should be in lockable cabinets.

A finishing room of about 150 square feet should be provided for the application of finishes to projects. The area must be well-ventilated with its own system, with adequate air replacement. A spray booth, about 5' x 10', well partitioned, should be provided. Finishing fluids must have approved flammable storage. The instructor should have visual access to this room from other parts of the facility.

Space requirements for the woods/exploratory construction sub-area are as follows:

Machinery	*650 square feet*
Large Wood Storage	*200 square feet*
Small Wood Storage	*125 square feet*
Materials and Tools	*75 square feet*
Finishing Room	*150 square feet*
Total	*1,200 square feet*

Drafting Sub-Area

The drafting sub-area will require a classroom type area of about 1000 square feet. Student demand for drafting and the fact that only one period of drafting is offered will require sufficient space for thirty-two students. A teacher's desk, thirty-two drafting tables and stools, and storage for tools and supplies will be required.

Drafting tables should be of two sizes; sixteen can be 24" x 24" table surface size for beginning students; the remaining sixteen should be 30" x 42" for more advanced students. Drafting tables should be covered with vinyl drawingboard-covers. Adequate chalkboard, at least twelve feet in length, should be provided as well as four to eight feet of tackboard. A standard, double pedestal teacher's desk, 20" x 60" and teacher's chair should be provided.

Since drawing equipment and supplies are required, lockable storage for these items must be provided. Flat storage for standard sized paper and student drawings is needed. Individual, washable storage units, 12" x 12", should be provided for students' textbooks, drafting equipment, etc. A blueprinting machine should also be in the drafting room.

In addition to its use as a drafting room, the drafting sub-area will also be used occasionally as a general lecture classroom.

Basic Electricity Sub-Area

Students working in the electricity sub-area will work primarily at work benches. Benches, along with stools, should be provided for twenty-four students. Benches should be thirty inches high and have an eight-inch overhang for knee space. If double sided benches are used,

four or five feet will be required between benches. Ideally, these benches would have space above and below for equipment, tools and materials storage.

For the sake of safety, insulating rubber matting should be on the floor in this sub-area. Power supplies, with variable AC and DC, should be provided for every two students. Wall mounted 110V outlets should be plentiful, at least two for each two student work station. Adequate storage is necessary for tools, equipment and materials.

A total area of about 800 square feet is recommended for electricity.

Metals Sub-Area

Both manually operated and electrical power operated metal working machines are recommended for the metals sub-area. Suggested major pieces of equipment, with power requirement, are shown in the Table 1.

Since metals is a new instructional area for the industrial arts program, all metal working machines will need to be purchased.

A large variety of activities will take place in the metals sub-area. General operation will include activities such material removal, materials working, welding and casting, fabrication and finishing. Machine operations will include lathe work, welding, drilling, sawing and filing, grinding and boring. Bench operations will include layout, fitting and assembling. The program will be designed to give students a wide range of metal working experiences.

Suggested machinery and equipment are shown in the following table. Arrangement of equipment can vary, and can be determined by the shape of the space available. Equipment patterns could be island, peninsula, U-shaped, bay, parallel rows or perimeter.

TABLE 1

RECOMMENDED MACHINERY FOR WOODS/EXPLORATORY CONSTRUCTION SUB-AREA

* Item	Number Recommended	Approximate Space Requirements (including working space)	On Hand, in usable condition	On Hand, in poor condition replace if possible	Not on Hand, should be purchased	Service Required
Planer	1	4' x 20'			X	220 V, 3 phase Dust System
Jointer, Floor Model	1	4' x 12'	X			220 V, 3 phase Dust System
Saw, Circular, Table, 10"	1	10' x 20'		X		220 V, 3 phase Dust System
Saw, Band, Floor Model	1	5' x 5'		X		220 V, 3 phase Dust System
Saw, Scroll, 24" Floor Model	1	4' x 5'			X	110/220V 1 phase Dust System
Grinder, Bench or Pedestal	1 (share w/ metals sub-area	4' x 4'		X		110 V 1 phase
Sander, Belt	1	5' x 5'		X		110/220V Dust System
Wood Lathe, 12"	1	4' x 8'	X			220 V, 3 phase Dust System
Drill Press 15", Floor model	1 (share w/ metals sub-area	4' x 4'		X		110/220 V 3 phase Dust System

*Source - A Guide to Preparing Educational Specifications for Secondary Industrial Arts Facilities, American Council of Industrial Arts Supervisors, 1974. (Compliments of Albert Zamora, N.M. State Department of Education.

TABLE 1 (continued)

Item	Number Recommended	Approximate Space Requirement (including working space)	On Hand, in usable condition	On Hand, in poor condition replace if possible	Not on Hand, should be purchased	Service Required
Air Compressor, 60 gal. permanently installed lines	1 (could share with Voc. Ag.)	3' x 5'			X	220V, 3 phase Isolated Area
Radial Arm Saw 12"	1	10' x 20'			X	220 V, 3 phase Dust System
Additional Electric Hand Tools to be Used include: 1/4" Drill	1	-		X		-
1/2" Drill	1	-			X	-
Saw, Portable Hand, Circular 6 1/2"-7 1/4"	2	-	1		1	-
Saber Saw	2	-		1	1	-
Disk Sander	1	-			X	-
Router	1	-			X	-

Whatever arrangement is chosen, placement of individual pieces of equipment should support the flow of materials and operations.

Electricity requirements will be 120/210V, three phase service. If machine islands are used, electrical service poles should be used for electrical service. Electrical power raceways, running across the floor, should be avoided if possible because of the danger of tripping. Natural or propane gas service and compressed air will be needed.

The general metals forming area will require a number of pieces of machinery. The welding area should contain two welding booths, with arc welders, plus a portable oxy/acetylene welder. Furnaces should all be located together.

The floor of the metals sub-area should be non-skid concrete. Appropriate safety lanes should be established, with insulating rubber matting around power machinery. Compressed air should be available at 4-6 locations in the metal sub-area. Storage must be provided for raw materials, both large and small, and tools.

Space requirements for the metals sub-area are as follows:

Machinery and Equipment	*500 square feet*
Large Material Storage	*200 square feet*
Small Material Storage	*100 square feet*
Tool Storage	*100 square feet*
Total	*900 square feet*

TABLE 2

RECOMMENDED MACHINERY FOR METALS SUB-AREA

Item	Number Recommended	Approximate Space Requirements (including working space)	Service Required
Drill Press	1 (can be shared with Woods Sub-Area)	4' x 4'	110/220V 3 phase
Band Saw, 7" - 8"	1	4' x 8'	110V Duct System
Buffer/Grinder, Bench type, 8" - 10"	1	-	110/220V 3 phase Duct System
Lathe, Metal, 10"	1	4' x 8'	110/220V 3 phase Duct System
Roller, Hand Operated, 24", with stand	1	4' x 4'	-
Box and Pan Brake, Hand Operated, 24" forming width, with stand	1	4' x 6'	-
Shears, Hand Operated, 36" width, with stand	1	4' x 6'	-
Bender, Hand Operated 1/2" capacity, with stand	1	5' x 5'	-

TABLE 2 (continued)

Item	*Number Recommended*	*Approximate Space Requirements (including working space)*	*Service Required*
Punch Press, Hand Operated, 4" round - 16 sa. capacity, with stand	*1*	*4' x 4'*	-
Notcher, Hand Operated, 4 tons, 6" x 6" 90° notch, 16 ga. capacity, with stand	*1*	*4' x 4'*	-
Rotary Machine, Bench, 7" throat, 24 ga. capacity	*1*	-	-
Blacksmith Anvil, 22", with stand	*1*	*4' x 4'*	-
Welder, Electric, 250 amp	*2*	*5' x 6' each*	*220V 1 phase Duct System*
Welder, Oxy/Acetylene, Portable	*1*	-	*Duct System*

TABLE 2 (continued)

Item	Number Recommended	Approximate Space Requirements (including working space)	Service Required
Furnace, Crucible, No. 16, 10" x 12" Chamber, with stand	1	8' x 8'	110V 1 phase sas outlet
Furnace, Solderins Bench type 4" x 6" Fire Box, with melting pot	1	3' x 5'	Sas outlet
Furnace, Heat Treating, with blower, Fire box 7" x 13" x 16½"	1	4' x 6'	110V 1 phase Sas outlet
Air Compressor, permanently installed lines	1 (share with Voc. Ag.)	-	220V 3 phase

General Purpose Work Area

A general purpose work area will be shared by all the sub-areas. This work area will contain six work benches, approximately 54" x 64" x 33" high, each bench having four individual student work stations. Benches shall set on bases providing storage space for student projects or small hand tools. Twenty-four stools, 24" high, should also be provided. Additional storage space for larger student projects will be necessary.

This area will require about 600 square feet.

Supporting Areas

A number of supporting areas will be required.

1) *Rest Rooms - Restrooms for both boys and girls should be conveniently located. Each will require about 150 square feet. (Existing ones if adequate, could be utilized.)*
2) *Teacher's Office - A teacher's office of about 100 square feet should be provided. The teacher will use this area primarily for planning activities and other paperwork, and for meeting with individual students, teachers, parents, etc. This area should contain a teacher's desk and chair, a four-drawer legal size file cabinet, a side chair and a bookcase.*
3) *Washing-Up Area - As discussed earlier, facilities should be provided near the entrance for students to clean up after class. This area will require about 60 square feet.*
4) *Student Storage - In addition to materials, tools and*

project storage areas, an area of about 40 square feet should be provided for students to store personal belongings, such as coats and books.

Summary of Industrial Arts Space Needs

Recommended space allotments for the industrial arts facility are:

Area	Space Need
1) Woods/Exploratory Construction Sub-Area	1,200 square feet
2) Drafting Sub-Area	1,000 square feet
3) Basic Electricity Sub-Area	800 square feet
4) Metals Sub-Area	900 square feet
5) General Purpose Work Area	600 square feet
6) Supporting Areas	350 square feet
Total Industrial Arts Space Needs	4,850 square feet

Spatial Relationships

Some suggested relationships between spaces that have been identified as needed in the industrial arts facility are shown in Figures 1 through 5. One figure has been developed for each of the four instructional sub-areas, has an additional figure demonstrating the spatial relationships for the entire industrial arts facility.

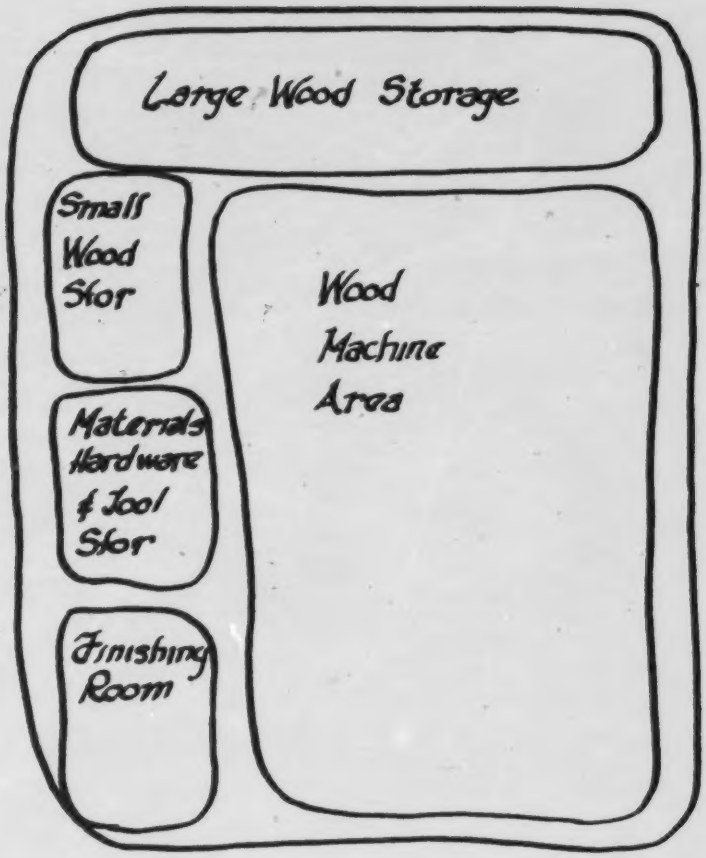
Additional Uses of Industrial Arts Facility

The educational specifications described in the preceding pages have been developed for an SDE approved industrial arts program containing the following instructional areas:

1) *Woods/Exploratory Construction*
2) *Drafting*
3) *Basic Electricity*
4) *Metals*

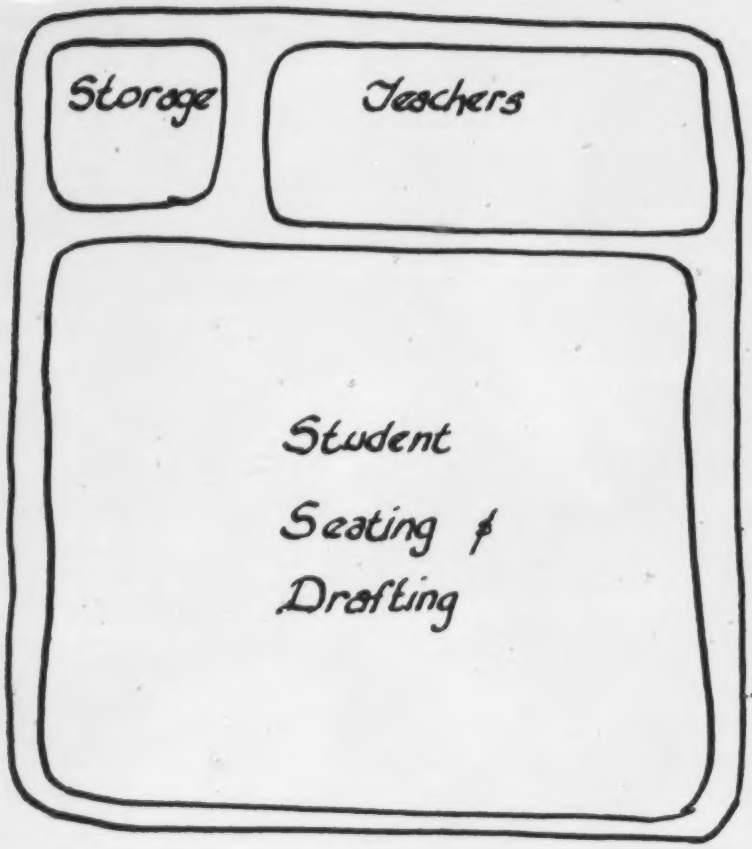
The current industrial arts program also offers courses and units of instruction in some other areas. It is assumed that the school will continue to present these additional areas. These are:

1) *Leathercraft*
2) *Manufacturing*
3) *Advanced Drafting*
4) *Shop Planning*
5) *Advanced Woodworking*
6) *Power Mechanics*
7) *Carpentry*



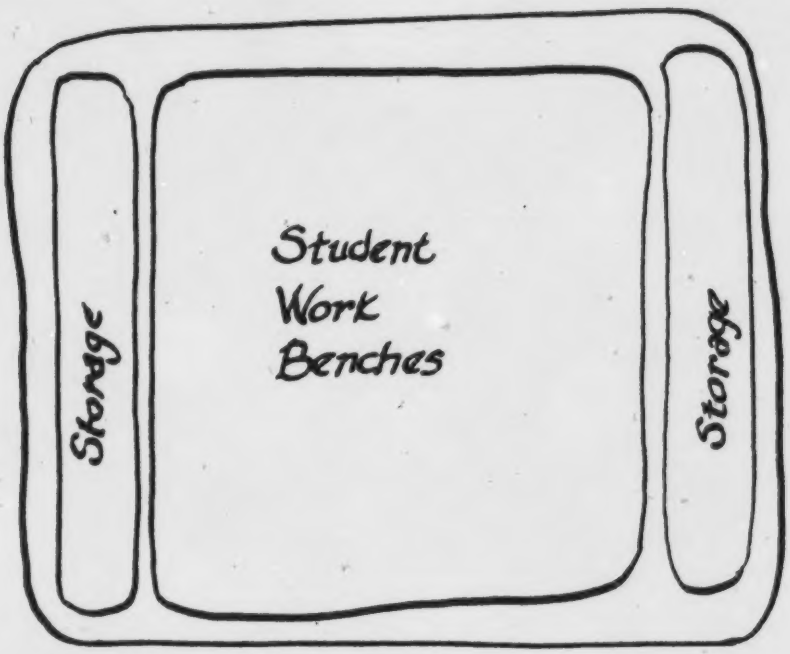
Woods Exploratory Contruction
Sub - Area

Figure # 1



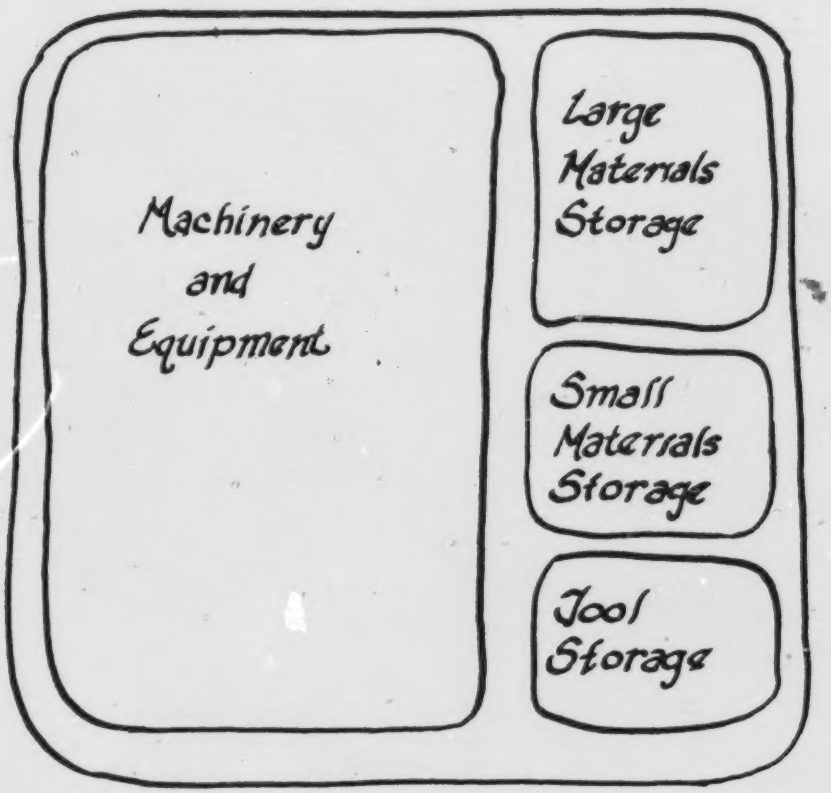
Drafting Facilities

Figure #2



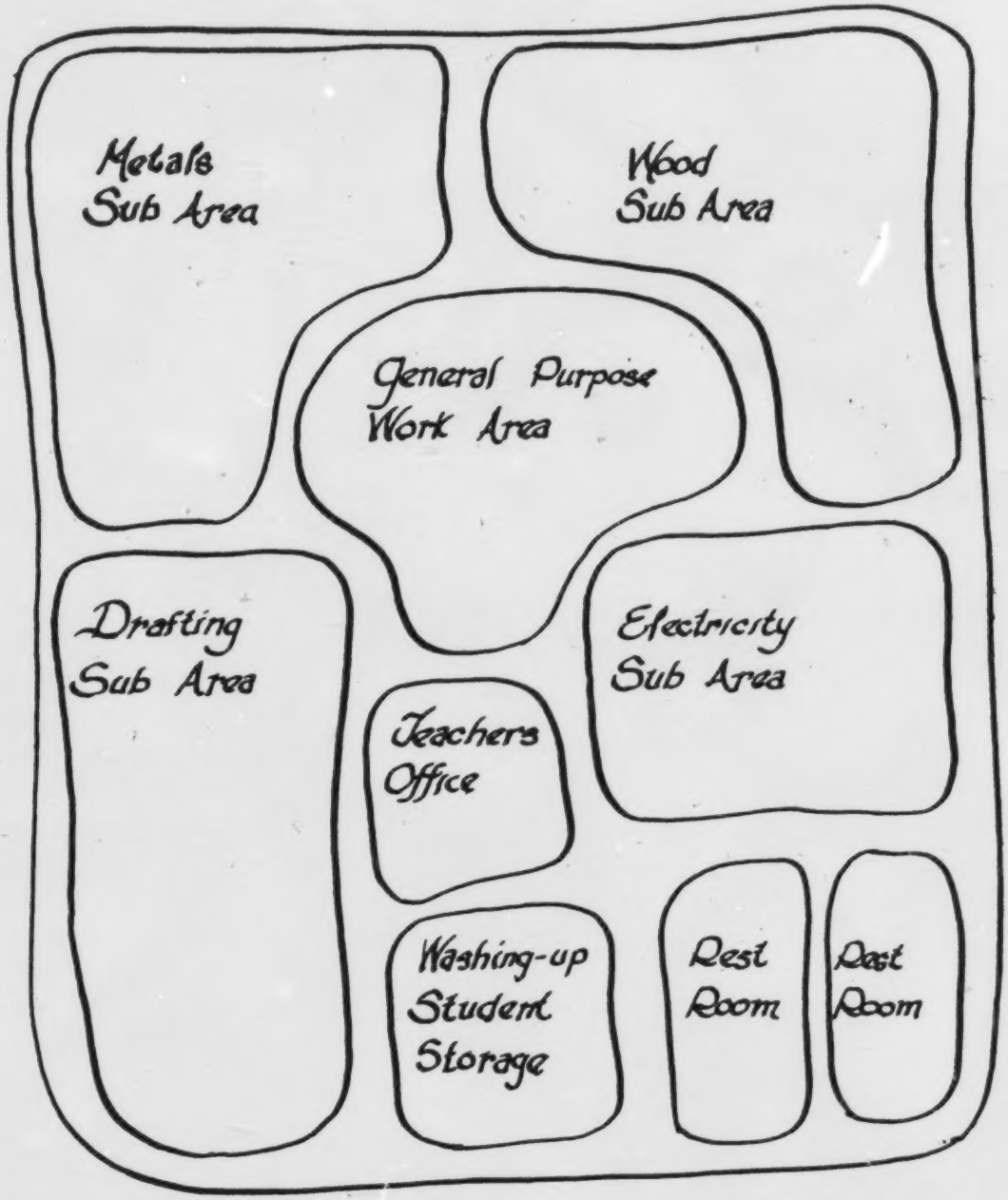
Electricity Sub-Area

Figure # 3



Metals Sub-Area

Figure #4



Industrial Arts Facilities

Figure #5

Since all of these areas of instruction are currently being taught, the necessary equipment, tools, etc. are already on hand. The activities carried out in leathercraft and manufacturing can be carried out in the general purpose work area. Provisions were made in the drafting sub-area to handle students in advanced drafting. Shop planning will be taught in the drafting sub-area and general work area. Both advanced woodworking and carpentry will use the general work area and woods/exploratory construction sub-area. Power mechanics, which is primarily a small gasoline engine unit, can be taught in the metal sub-area and general work area.

VOCATIONAL AGRICULTURE--SPECIFIC USER REQUIREMENTS

The Pojoaque High School's vocational agriculture program, much as its industrial arts program, is an integral part of the school's general education program. For a number of students, since the program is available for up to four years of credit, the program will also be a vocational training program. Students can move from the introductory level, in which classroom and shop activities share, on a 50-50 basis, the students' time through more advanced levels with emphasis on shop and field work.

Three areas have been identified as needed for the vocational agriculture facility.

1) Shop
2) Classroom
3) Supporting Spaces

<u>Shop</u>

The shop will contain spaces for welding, project construction, material processing and engine repair. An adequate supply of basic

equipment and a reasonable number of work stations for students are essential. Facility design should allow for expansion, flexibility and multiple use.

An area of about 40'x60', 2400 sq. ft., should be allowed for the main shop area. This area should approximate a square in shape as closely as possible. Adequate welding stations, both arc and oxy/acetylene, need to be provided for. Seven oxy/acetylene welding stations should be located and should be provided with a manifold system for the distribution of the welding fuels. Another area should be set aside for a series of arc welders. Both welding areas should have individual, enclosed booths, and should be arranged in a row around the perimeter of the shop area for the best utilization of space. A portable oxy/acetylene welding unit should also be provided. A well-designed ventilation system is a primary concern for the welding areas.

An area in the shop should be set aside as a materials processing area, and should contain several pieces of equipment. Items such as grinders, drills, saws, vises, etc. will be used in this area to process materials for fabrication purposes. Additionally, a variety of hand tools will be used in this area, and work benches will be required.

A large, open area should be set aside as a general work area for large project construction, such as the construction of a trailer. This area should be accessible to the outdoors through 16 ft. overhead door, and immediately adjacent to a covered outdoor work area.

Adequate storage space for large pieces of wood and metal, small materials, welding supplies and tools need to be located in the work area.

Tool panels and small materials storage should be lockable. Space for storage of student projects should be provided, with open storage for larger projects and twenty-four 12' x 12' x 12' undivided lockable units for small items.

Immediately accessable to the general shop through the overhead door should be an outdoor covered concrete slab of about 1200 square feet. This area can also be used for large project construction, as well as providing space for additional storage.

A corner of the shop should be set aside as a student area, with student lockers, a washing-up area and a drinking fountain. This area should be adjacent to the main entrance to the shop.

Classroom

A classroom of about 800 square feet is recommended. It should be accessable to both the shop and the outside. A door large enough to bring large pieces of equipment for demonstration should be provided.

Tables and stacking chairs, rather than regular classroom desks, are recommended because of their flexibility. Twelve feet of chalkboard and eight feet of tackboard should be located in the classroom. Since the vocational agriculture program makes extensive use of audio visual materials, a wall or ceiling mounted projection screen, 60" x 60", should be located in the front of the room with appropriate electrical service in the rear of the room for the use of audio visual equipment. At the front of the room should be a teacher's desk and chair, and a table for the teacher's use. A magazine rack and bookcase should be located at the back of the room, along with a lockable cabinet for the storage of teaching materials.

Supporting Spaces

Teacher's Office. A teacher's office of about 100 sq. ft. should be centrally located to the other vocational agriculture areas. It should provide adequate space for a teacher's desk and chair, a four-drawer legal file, side chair, and bookcase. The office should have sufficient glass walls as to allow for visual access to the shop area and classroom.

Rest Rooms. Adequate rest rooms should be provided for both sexes.

Storage. A variety of storage spaces need to be provided. In addition to those storage spaces already identified in the shop area and classroom, an additional separate storage room, accessible from the shop and about 150 sq. ft., should be provided. An outdoor storage area, enclosed by a chain link fence, should be adjacent to the outdoor, covered concrete slab. This area could be as large as available space will allow, but should be at least 20' x 50'.

A separate, concrete, secure building should be located conveniently for the storage of oxy/acetylene tanks. Tanks can be hooked up to the welding manifold system in this storage building. This building should be about 8'x 10'.

Summary of Vocational Agriculture Space Needs

Suggested vocational agriculture facility space needs are as follows:

Shop	*2400 sq. ft.*
Classroom	*800 " "*
Teacher's Office and Store Room	*250 " "*
Total	*3450 sq. ft.*

Plus:	Outdoor, covered concrete	1200 sq. ft.
	Oxy/acetylene storage	80 sq. ft.
	Fenced outdoor storage	1000 sq. ft.

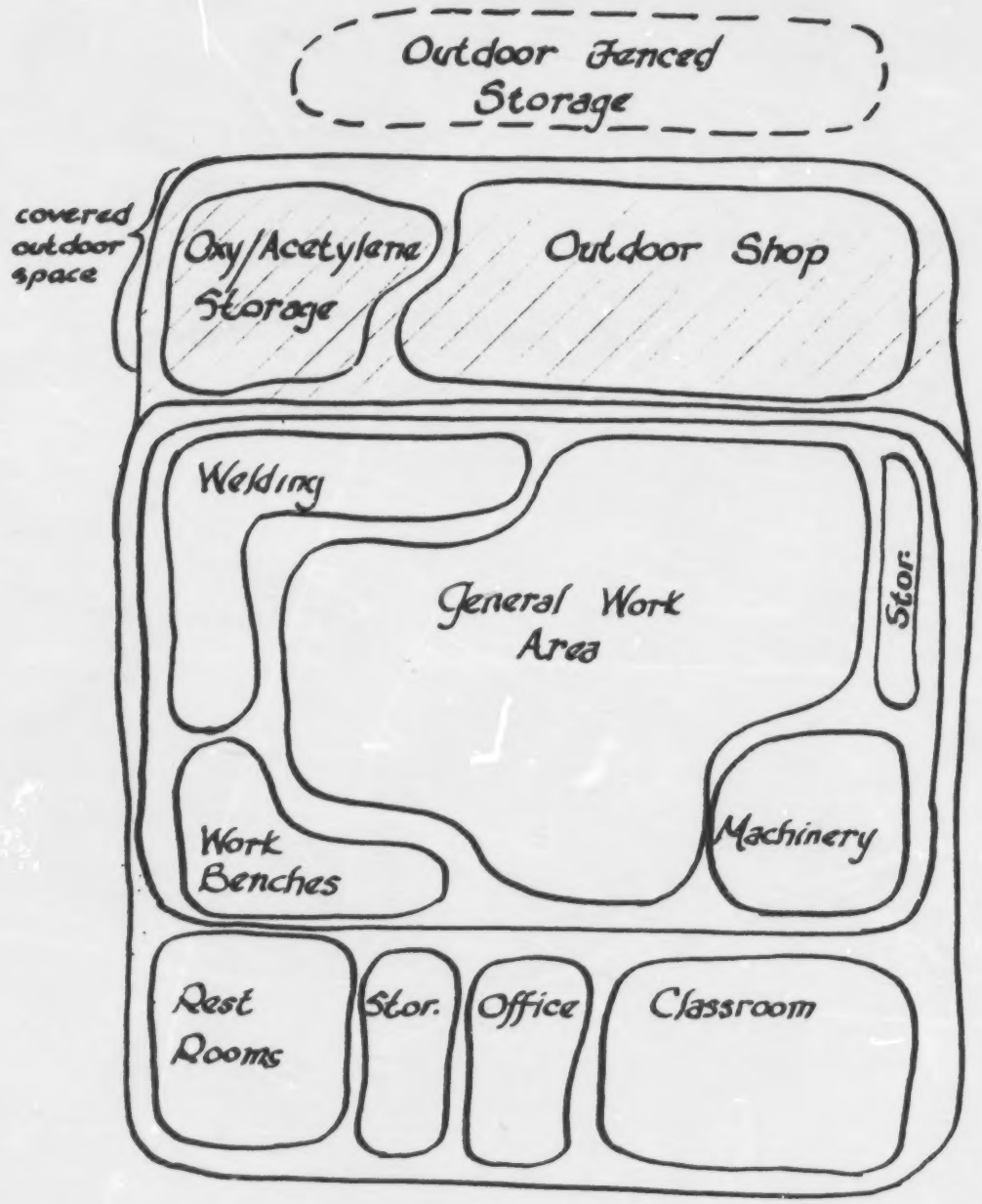
Figure 6 identifies all suggested spaces, and the spatial relationships between these areas.

NOTES TO THE ARCHITECT

1) In a number of instances, the architect will find opportunities for sharing spaces. For instance, separate rest room facilities for industrial arts and vocational agriculture are not necessary. Teachers' offices could be combined, and there would be some advantages to doing this. To a limited extent, storage areas could be shared between the two areas. The architect is encouraged to investigate ways by which spaces can be reasonably shared.

2) Some suggestions for vocational agriculture for the use of outdoor space have been made in this Edspec. The architect is encouraged to expand usable space for the industrial arts program by investigating the use of outdoor areas for industrial arts.

3) A number of old storage units are currently being used in the vocational education program, especially in industrial arts. The architect and owner need to evaluate the suitability of the continued use of these units.



Vocational Agriculture Facilities

Figure #6

SECTION IX

SPECIAL EDUCATION

IX. SPECIAL EDUCATION

INTRODUCTION

Special Education classrooms serve students that have many characteristics which affect the facility design. In comparison to the general student population, the student in Special Education tends to have poorer motor coordination and impulse control and is more likely to have accidents, drop things, and bump into objects. These students are highly susceptible to visual and auditory distractions and must often be taught on an individual basis. Background noise that is insignificant to others may seriously affect the student's ability to concentrate. Visually busy areas can have the same detrimental effect.

GENERAL USER REQUIREMENTS

A primary consideration for the design of a special education classroom is flexibility. The Special Education programs at Pojoaque deal with students from grade 7 through 12. This range in age and the ranges in types of disabilities dictates that the room and furniture be adaptable to changing student needs. Wherever possible the cabinets, bookcases, shelves, and furniture should be stable but moveable in order to facilitate the adaptability of the room.

Safety

Safety is important in these classrooms. For example, the furniture, cabinets, windows, floors, and walls should be designed to minimize the chances of injury and/or accidents (e.g. rounded corners and

edges). All art and kitchen areas must be well ventilated. The colors in the room should be "quieting"; with the furnishings easily distinguishable from the walls, and floor surfaces. Cabinets should have sliding doors rather than hinged ones to minimize intrusions into the work spaces and for safety reasons.

Surfaces

The surfaces in the room should be safe, non-glare, resistant, and easily repairable. All corners of the walls and furniture should be rounded for safety. The floor in the general and individual instruction areas should be surfaced with low-pile carpeting with transition thresholds no more than ½ inch in height. The floor surface in the art, kitchen, and sewing areas should be dense, resilient and water-resistant.

The walls in the rooms should be smooth textured, non-glare finished, suitable for display purposes, easily cleaned, resist damage, and be easily repairable. It is preferable to be able to use the entire wall area for display purposes than to have tack and bulletin board areas that would restrict the adaptability of the classroom.

Furnishings

The furniture and cabinets should be easily distinguishable from the walls and other surface areas. No legs should protrude beyond the outermost plane of any type of furnishing. The seating should be curvilinear and resilient. All furniture should be sufficiently stable to give support to people. Non-glare surfaces should be utilized in all furnishings. No cabinets should be above five feet

in height in the interests of safety in storing and removing materials and equipment.

Storage

There should be a separate storage room to keep equipment, supplies, and materials that are not in constant use (this could be shared if the rooms were contiguous). Storage for areas such as reading, math, social studies, etc., should be portable so that it can be in close proximity to the area in which the activity is taking place. This will enable closer teacher supervision. Permanent storage is needed in the art, kitchen and sewing areas. Again, no storage should be above 5 feet in height. Student storage should be located near the main teacher station. All shelves should be vertically adjustable and varying depths are desirable.

Lighting and Electrical

The lighting in the rooms should be uniform and glare-free. Dimmers and on/off switches for different sections of the room should be used to increase the versatility of the lighting. Windows allowing for natural lighting are desirable but must be designed to limit heat gain or loss. The kitchen and art areas should have incandescent lighting for a truer color perception and to approximate the home environment. Fluorescent lighting can have detrimental effects for students in special education because of the ballast noise and the wavelength involved. If fluorescent lighting is used, remote ballast and polarizing diffusers should be installed. All work carrels should have their own task lighting and an electrical outlet/extension

cord combination for the use of audio/visual equipment in the carrel. Frequent electrical outlets on the walls are needed to facilitate the adaptability of the instructional areas. In addition, electrical outlets with covers should be installed in the floor of the instructional areas. All light switches should be located no more than four feet from the floor to enable the wheelchair-bound student to reach them. The lighting should minimize eye fatigue, distractions, and hyperactivity. The room should be able to be darkened for audio/visual presentations or television usage. The kitchen area will require gas service or 220 volt electrical service.

Acoustics

The sounds and noises generated outside the room should not intrude into the room. Carpeting should be used to reduce background noise and the noise from the kitchen, art, sewing and typing areas should not easily carry to the instructional areas. The student carrels should be designed to shield out unwanted sound. Noise generated by the HVAC system and the plumbing system should not transfer to the instructional area.

Heating, Ventilating, and Cooling (HVAC)

The HVAC system in the rooms should be easily controllable by the teacher. Some student opoulations are relatively inactive (orthopedically handicapped) and some are more susceptible to respiratory disease than others. The HVAC should be designed with the idea that there will be smaller numbers of students than in other classes, health problems are more likely in special populations, and that wide

varieties of activities will be taking place from passive to active.

Communications

Each classroom and the psychoeducational diagnostician's office should have telephone service and a telephone intercom contact with the school principal's office.

Location

The special education classrooms might be located in the same general area of the school facility for ease of communication and co-operation among the staff. The psychoeducational diagnostician's office should also be close to the Special Education Classrooms. All instructional areas should be located so that the noise from traffic and playgrounds does not interfere with instruction. The rooms should also have a design and location that enables natural light to be used whenever possible. A southern exposure is desirable.

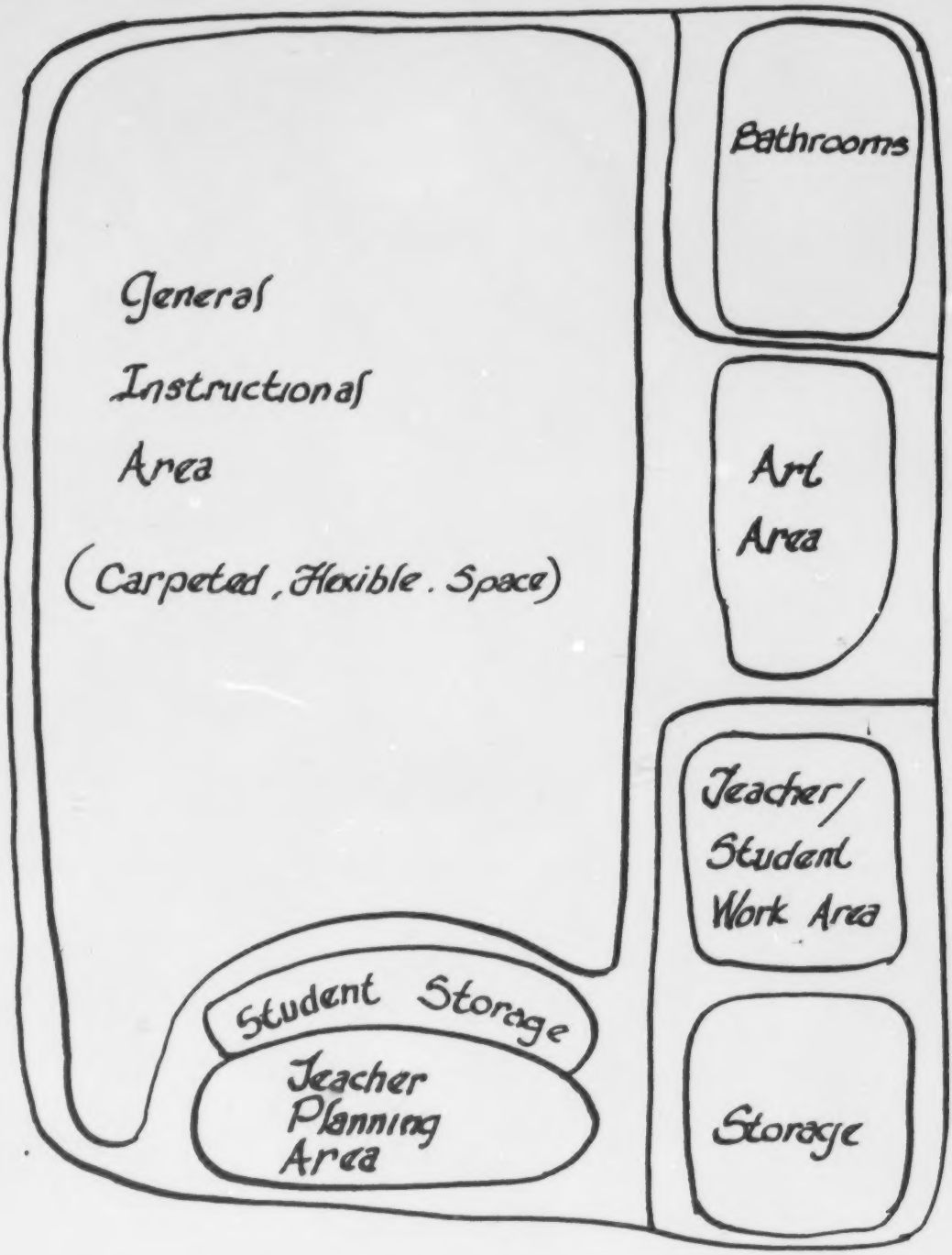
The classroom location should be convenient to the other classes the students attend. If possible, the classrooms should be located in the main instructional areas of the school facility.

If the programs are widely separated, the B program should be located closest to, or with, the regular classrooms in the high school.

LEVEL B--RESOURCE ROOM USER REQUIREMENTS

Introduction

A level B--Resource Room program, (see Figure 7) in the state of New Mexico is funded to work with youth that have mild to moderate exceptionalities.



'B' Level -- Resource Room

(Non-sharing of Facilities)

Figure #7

The program can include a minimum of 18 students and a maximum of 24 students. These students can receive service from one to two hours per day in the Resource Room. Only six (6) students can be served at one time.

The B program at Pojoaque primarily serves students diagnosed as Learning Disabled. However, it should be kept in mind that mildly to moderately handicapped or disabled students of all exceptionalities (except deaf-blind) may be placed in such a program. There are many possible forms of primary Learning Disability in any one subject area. This emphasizes the need for flexibility and individual work spaces for the students.

User Requirements

The resource room program deals primarily with disabilities in reading and math. The areas needed in the room are a Teacher Planning Area, Math Area, Reading Area, Group & Individual Areas, Art Area, Teacher/Student Work Area, Storage Area. Restroom facilities and a drinking fountain should be included or close by the room. The total square footage required will be approximately 690 square feet. The general considerations for lighting, HVAC, acoustics, furniture and surfaces should be applied to the design of the room. Low moveable book cases (9 to 14 inches in depth) should be used to divide the work spaces in the Instruction areas, sectional lighting should be available to emphasize or de-emphasize the instructional areas. All instructional areas other than art should be carpeted with a low-pile carpeting suitable for sitting on during cold weather.

The teacher planning area should be located so that there is visual

contact with each part of the general instruction and individual instruction areas of the room. If possible, the area should be enclosed (to allow for private conferencing with students or their parents) and be equipped with windows to allow for visual access to the instruction areas. The TPA should include storage for teacher supplies and materials, a fire-proof, locking file drawer, the teacher desk and three to four chairs. The area should be carpeted and a telephone should be in the area. There should be direct access to the General Instruction Area. The area should contain a minimum of eighty (80) sq. ft. of floor space. The area should be carpeted.

Student storage should be located in a low cabinet along the outside of the enclosure. This cabinet should have adjustable shelves with a minimum of 24 inches depth, and contain plastic tubs in which student materials may be stored.

General Instruction Area (GIA)--B Level Program

The General Instruction Area should be approximately 350 sq. ft. in size and be surfaced with low-pile carpeting throughout. The area should be flexible to allow differing arrangements of furniture and equipment to fit the variety of student and task concentration needs of the program. The lighting should be able to be controlled by both dimmers and sectional on/off switches to allow for the emphasizing or de-emphasizing of cerain task areas set up by the teacher. If fluorescent lighting is used in the GIA, remote ballast and polarizing diffusers should be utilized. The area should be able to be darkened for audio/visual and television instruction. There should be frequent wall electrical outlets to facilitate the flexibility of the instruction space. Electrical outlets with covers should

also be mounted in the floor of the general instructional area for the same reason. A 15 ft. adjustable height chalkboard should be mounted on one wall. All other wall surfaces should be suitable as display surfaces. The individual instruction spaces in this area will be moveable, single occupancy carrels with sound shielding, task lighting and electrical access that may be plugged into the wall and floor outlets. A tack strip should be wall-mounted around the entire area.

The areas for specific tasks and group instruction will be in this area. These locations will be determined by the teacher according to the student needs. The locations will be defined by using moveable, low heighth, bookcases and supply cabinets as dividers. The bookcases should have adjustable shelving (9 to 14 inches in depth) and the back of the bookcases should be able to serve as a display surface. The supply cabinets should be at least 24 inches in depth and also have adjustable shelving. The top of the supply cabinets should be suitable for use as a student work surface.

Art Area--B Level Program

If shared facilities are not chosen as an alternative, the art area for the B level program should be an extension of the open space of the General Instruction Area. This area should have low, permanently installed supply cabinets with the tops suitable for student work areas. A water access and lavatory facility should be in this area. The lighting in this area should be incandescent to aid in accurate use and perception of color. The floor surface should be dense, resilient and water-resistent. The transition threshold from the floor surface to the carpet of the General

Instruction Area should be no more than 1/2-inch in height. The art area should contain 80 square feet of floor space.

Bathroom--B Level Program

The bathroom should open on the General Instruction Area and be some 50 square feet in size. The bathroom should contain toilet and lavatory facilities and be suitable for use by orthopedically handicapped students.

Teacher/Student Work Area--B Level Program

The Teacher/Student work area should be a separate room opening on the General Instruction area. It should be carpeted and have windows to allow visual access from the Teacher Planning area and the General Instruction Areas of the room. This room may be used for conferences, time out for a disruptive student, preparation of materials, individual tutoring of students, or a quiet area. The area will have a rectangular table for a work area and four to five chairs. This area should comprise approximately 80 square feet of space.

Storage Area--B Level Program

The storage area should be approximately 50 square feet in area and uncarpeted. It will be used to store occasionally used equipment and supplies and more expensive or theft-prone equipment. The door should be locking and the area should have cabinets and adjustable shelving to accommodate changes in equipment.

THE LEVEL C--COMBINATION ROOM USER REQUIREMENTS

Introduction

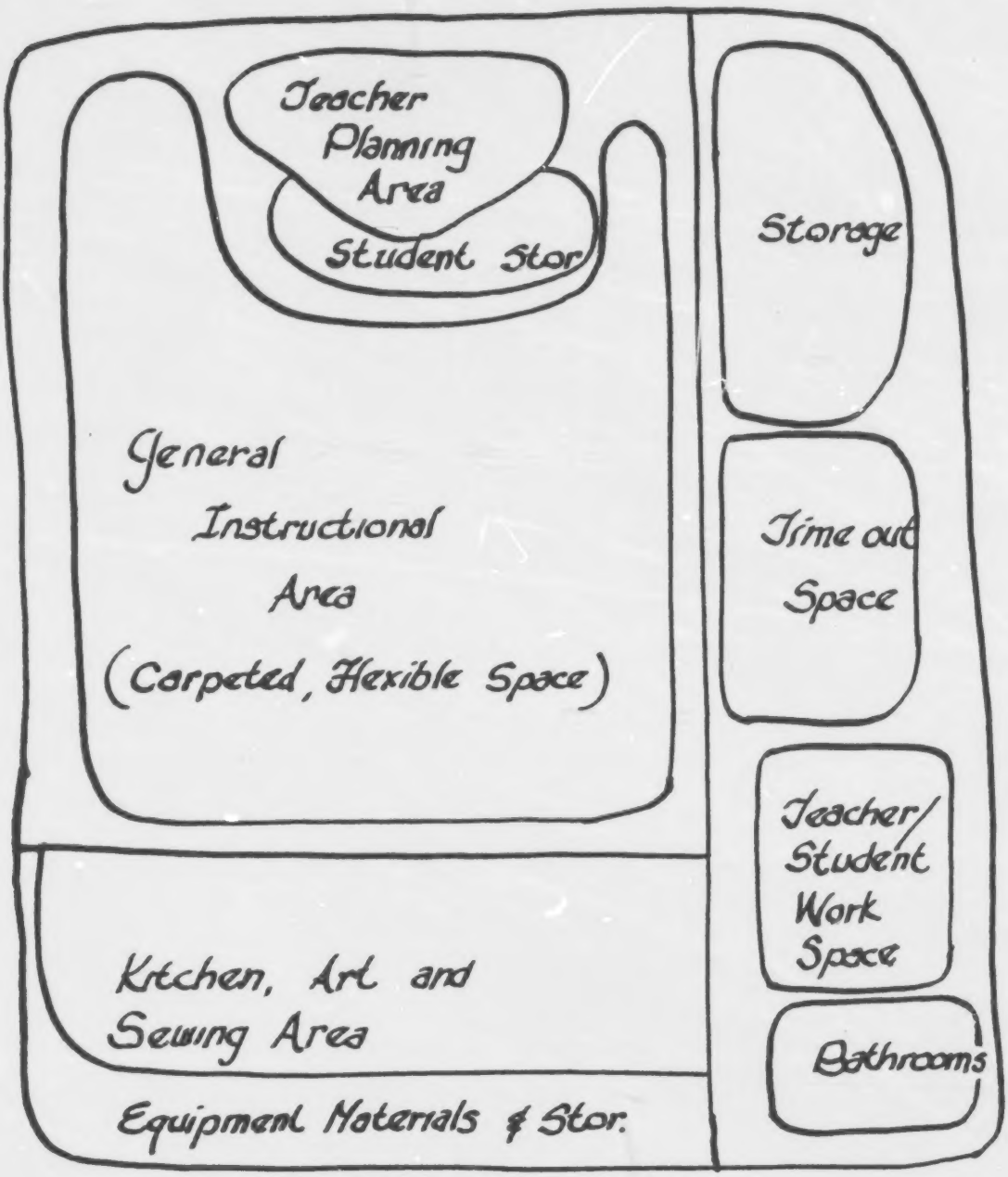
The level C Special Education class at Pojoaque High School serves

students with moderate to severe handicaps. The students presently assigned to the room are diagnosed as mentally handicapped (retarded), learning disabled, behavior disordered, and/or physically handicapped. The students are to receive three or more hours instruction in the special class per day and to be integrated with the regular students when and if appropriate. A maximum of 15 students can be served in a C level program, with up to eight students present in the room at the same time. The program serves Grades 7-12.

The overall goal of the C level program is to provide the student with a positive attitude that will overshadow his handicap. To do this the C program includes instruction in all basic skills (reading, math, social studies, etc.), broadens knowledge and practical experience through newspapers, filmstrips, cooking, sewing, ironing, varied crafts, field trips, and driver safety instruction. A program for improving physical coordination is included in the program and such activities as games, penmanship and Special Olympics are included along with some specific physical exercises that are done in the classroom. Vocational orientation is pointed toward reading and discussion around vocations; use of audio/visual aids; role playing; following directions and filling out forms are included. Consumer education is included as is first aid and safety. The wide range of disabilities and the disparate ages of the student population served in the C program necessitates a flexible facility with a variety of work stations.

User Requirements

Often it is necessary to have as many levels of instruction in the foom as there are students. Visual control of the work space is important for the teacher as is the ability to move quickly and quietly to



'C' Level -- Combination Room
(Non-sharing of facilities)

Figure #8

any point in the general and individual instruction areas of the room. It is important that all storage for specific areas be located near that area so that the teacher is never far from the students (see Figure 8).

The areas required in the C level room are the Teacher Planning Area; General Instruction area; Kitchen, Art, and Sewing Areas; Bathroom; Teacher/Student Work Area; Storage Area; and a Time-out Area. The general considerations concerning lighting, furniture, equipment and surfaces apply to this facility.

A drinking fountain should be in or near this room.

Teacher Planning Area--C level Program

The Teacher Planning Area should be located for ease of visual contact with the General Instruction Areas and Kitchen, Art and Sewing Areas of the classroom. It should be large enough to allow the Teacher and a student aide to produce materials for classroom use (minimum of 110 sq.ft.). This area should also be enclosed with windows providing visual contact with the classroom. The area should be carpeted; contain a teacher desk; telephone; lockable, fire-proof file cabinet; a small (4 ft.) work surface or table for materials production; and four to five chairs. The enclosed area will facilitate private counseling with students and conferencing with students and/or parents and other teachers. Materials storage should be adjacent to the Teacher Planning Area. There should be access directly to the General Instruction Area of the classroom. Student storage should be located in a low cabinet along the outside of the enclosure. This cabinet should have adjustable shelves, (24 inches in depth) and contain plastic tubs for storing student materials.

General Instruction Area - C Level Program

The greater severity of handicaps and the wider range of instructional activities in the C level program requires a larger General Instruction Area than does the B program. This area should contain some 520 sq. ft. and be carpeted with a low-pile carpet. The area should be flexible to allow differing arrangements of furniture and equipment to fit the variety of activities in the program. The lighting should be controllable by both dimmers and sectional on/off switches to allow for the emphasizing or

de-emphasizing of task areas set up by the teacher. If fluorescent lighting is used in the General Instructional area, remote ballast and polarizing diffusers should be utilized. The area should be able to be darkened for audio/visual and television instruction.

There should be frequent wall electrical outlets to facilitate the flexibility of the instructional space. Electrical outlets with covers should be mounted in the floor of the area for the same reason.

Moveable furniture will be used to set up the activity centers in this area as in the General Instruction Area of the other Special Education Classroom. A tack strip should be wall-mounted around the Area.

Kitchen, Art, and Sewing Area -- C Level Program

This area should comprise some 250 square feet and be an extension of the open area of the General Instruction Area. The floor surface should be dense, resilient, and water-resistant. The transition threshold from the carpeted area should be no more than one-half inch in height.

Equipment in this area will include a refrigerator, stove, kitchen sink (double), two sewing stations, and a wall-mounted table that can be folded down to form a work surface for art and a cutting surface for the sewing area.

The kitchen and sewing areas should be separated by the art area. The space should be flexible enough for an activity of any one type to make use of the space in the other two areas.

Lighting in this area should be incandescent to approximate home lighting and for more accurate color perception in art activities.

Electrical outlets should be frequent to allow for the use of small appliances as needed. Either 220-volt electrical or gas service will be necessary for the stove. An electric powered ventilation system should be installed in this area.

All cabinets and wall surfaces should be heat-resistant and easily cleaned in addition to conforming with the general considerations for the special education rooms. The cabinets in this area can be built-ins of normal kitchen counter height. Each of the two sewing stations should be large enough to accommodate the sewing machine, material being sewn, and one student.

Bathroom - C Level Program

The bathroom should be approximately 60 square feet and include a toilet lavatory and small shower fixtures. The toilet and lavatory should be accessible to the orthopedically handicapped.

Teacher/Student Work Area - C Level Program

The Teacher-Student Work Area should be a separate room opening on the General Instruction Area. It should be carpeted and have windows to allow visual access from the Teacher Planning Area and the General Instruction Areas of the room. This room may be used for conferences, time out for a disruptive student, preparation of materials, individual tutoring of students, or a quiet area. The area will have a rectangular table for a work area and four to five chairs. This area should be approximately 80 square feet of space.

Storage Area - C Level Program

The storage area should be approximately 80 square feet in area and be uncarpeted. It will be used to store occassionally used equipment and supplies and more expensive or theft-prone equipment. The door should be locking and the area should have cabinets and adjustable shelving to accommodate changes in equipment.

Time Out Area - C Level Program

The C level program deals with students with higher incidence of extreme frustration and anger. It is recommended that a time-out room be included off the General Instruction Area of the room. The room can be small (30 square feet) and should have a window so that the teacher has visual access to the room from the teacher planning station and the General Instruction Area of the classroom. The time-out area should be carpeted and have a bean bag chair as furniture.

(PSYCHO EDUCATIONAL) DIAGNOSTICIAN OFFICE - USER REQUIREMENTS

The Psycho-educational Diagnostician's office is used for testing, conferencing, and report writing. The testing includes psychological, educational and motor coordination assessment of students. It is important that noise does not intrude from outside the office. There should be enough room to allow for a testing area, a motor-coordination and conferencing area, and a planning area. Storage should be permanent cabinets near the planning area with at least one file-sized drawer and some open shelves. Approximately 175 square feet will be needed in this area (See Figure 9).

Psychoeducational Diagnostician's Office

Figure #9

The same considerations apply to safety and lighting as in the other special education rooms. Windows are desirable. All surfaces should be non-glare, and suitable for display purposes. A tack strip should be installed on all walls. A small (4-feet) chalkboard should be wall-mounted in the motor-testing and conferencing area. The room should be carpeted throughout with a low-pile carpeting. The room should be accessible to the orthopedically handicapped and located near restroom facilities.

This room will contain a teacher desk and chair; a 4-foot, adjustable-height table for testing; an 8-foot table for conferencing, and eight chairs. There should be room for two file cabinets in the planning area. Telephone and intercom service should be provided.

Special Education--Summary of Space Recommendations

Total Space Recommendations for the C Level Program (Non-Sharing of Facilities).

GIA	520 Sq. ft.
Kitchen, Art, Sewing	250
Bathroom	60
Teacher-Student Work	80
Storage	80
Time Out	30
Teacher Planning	110
Total:	1130 Sq. ft.

Total Space Recommendations for the B Level Program (Non-Sharing of Facilities).

GIA	350 Sq. ft.
Art	80
Bathroom	50
Teacher/Student Work	80
Storage	50
Teacher Planning	80
Total:	690 Sq. ft.

Total Space Recommendations for diagnostician office

Total area: 175 Sq. ft.

Total Space Recommendations for All Programs

C-Level Program	1130 Sq. ft.
B-Level Program	670
Diagnostician Office	240
Grand Total:	1995 Sq. ft.

Greenhouse

The C Level program has requested a greenhouse facility as has the Vocational Agriculture Program. Consideration should be given to having such a facility built as a Vocational Agriculture and Industrial Arts project. This facility could be shared between the two programs requesting it.

X. ART EDUCATION

X. ART EDUCATION

Present Facility

At the present time, the art program is conducted in one room located in the cafeteria building. The existing facility is very inadequate in terms of the amount of space that is available and in the number of art subject areas which can be incorporated at the present facility.

The present art facility has potential for being used for a number of other purposes after the art center has been relocated to another facility. It could, for example, be used for a teachers' dining and lounge room, as a student group meeting room, and a children-student annual workshop room or for a classroom to house relatively small classes.

Current Art Program

Due to the many inadequacies of the present facility, the current art program is quite limited. (The new art room will be designed so that the students can concurrently perform many different art activities.) A list of equipment which is housed in the present art room and which can be re-used in the new art studio is appended to this edspec.

Proposed Educational Program

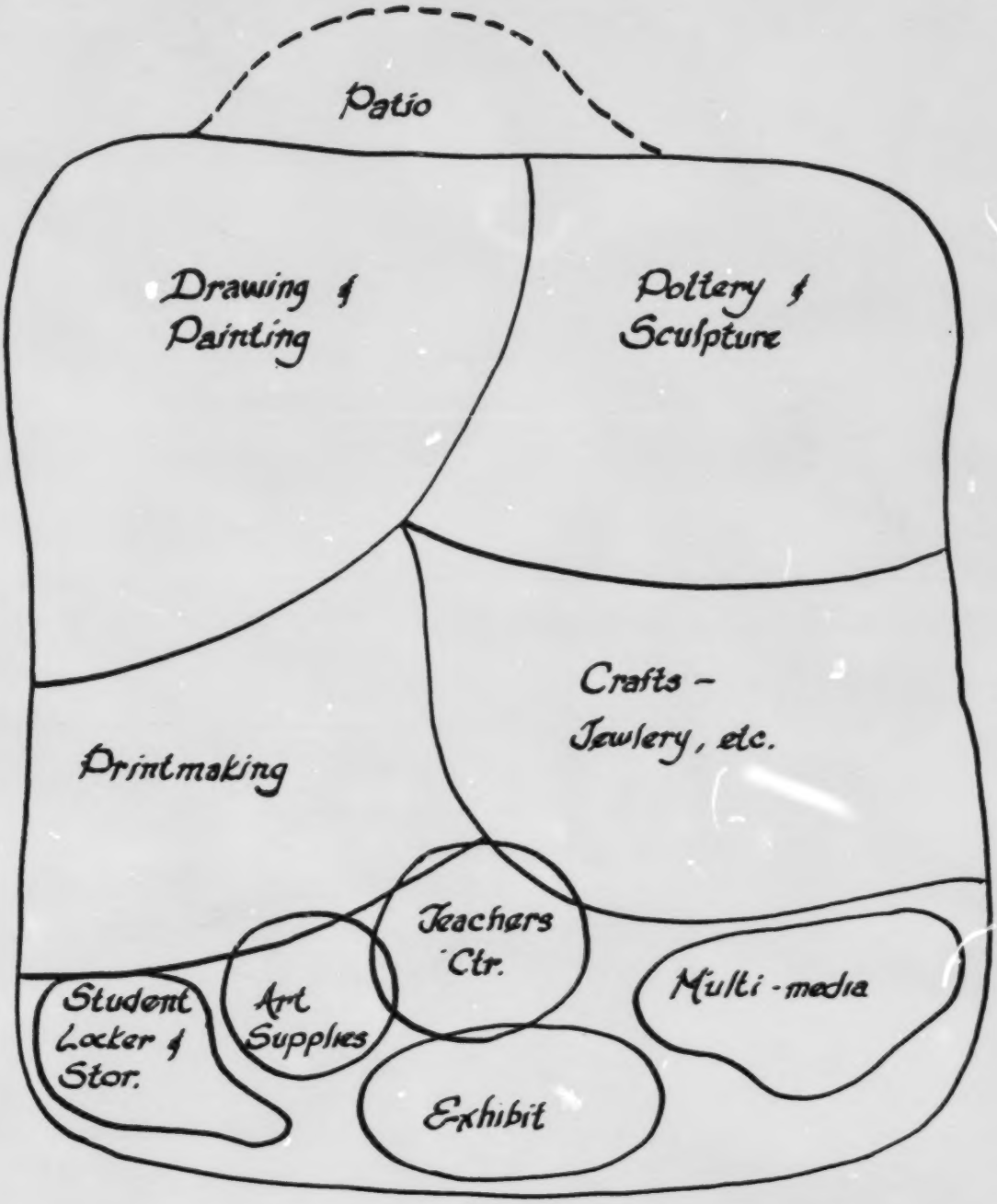
The art education program which will be conducted in the new facility will need to have four basic areas and five supplementary areas. The four basic areas are 1) drawing and painting, 2) pottery and sculpture, 3) print making and 4) jewelry and crafts. The five supplementary areas include a teacher center, a multi-media center, an exhibit gallery area, a student locker and storage section, an art supplies, materials, and equipment storage area. (Each of the areas provided for the four basic art

components should have storage space integral to the four areas.) The proposed studies should contain the following areas:

Area #1: Drawing and Painting
Area #2: Pottery and Sculpture
Area #3: Print Making
Area #4: Jewelry Making/Crafts
Area #5: Teacher Center
Area #6: Art Supplies, Materials, and Equipment Storage
Area #7: Student Locker and Storage
Area #8: Exhibit Gallery Area
Area #9: Multi-media Center

Student Stations

Areas 1, 2, 3, and 4, listed above, should accommodate between 18-20 students. Area 5 should be able to accommodate three to four students. In addition to the teacher, students will work in this area to examine materials and to develop design ideas.



Art Facility

Figure #10

88

Area #1. Drawing and Painting

Students who are enrolled in drawing and painting courses will use this area primarily for practice drawing and painting. Some of these could be displayed in the area if there were adequate wall or other display provisions. Sufficient space is needed in this area to permit students not only to paint and draw but also to be able to stand back from their work and observe the working process from different prospectives. Obviously, the work they do in this area will be of a creative nature and the environment should be supportive of their efforts.

This area should be designed to accommodate between 10 and 15 students who will be using sitting-down "drawing horses" and standing-up easels. They will typically use drawing boards which will be either 12 inches x 24 inches or 24 inches by 36 inches. The area will be provided with 20 of these drawing boards, 10 stools, 10 drawing horses, and 10 easels. (These easels can be folded for storage.)

The area should be equipped with two storage units: 1) A unit approximately nine feet long, 24 inches deep, and 36 inches high, which should be subdivided into three equal sections. The center section should contain horizontal shelves, 24 inches x 36 inches, which are separated about five inches on center. The two vertical sections should have a clear space interior on which drawing boards of 12 inches x 24 inches, and 24 inches x 36 inches, can be stored; there should be vertical dividers every 4-5 inches.

This area should be equipped with a double sink provided with hot and cold water. A soap dispenser and a paper towel dispenser should be located close to each sink unit.

There should be a track and two or three spotlight units on the ceiling over this area for displaying and critiquing students' work as well as to illuminate still-life arrangements.

Students working in this area of the studio are likely to spill or drop painting-type materials on the floor. The flooring in this area should probably be made of some similar material which could be so abused.

Area #2 - Pottery and Sculpture

Students will be working with clay and need working surfaces on which to pound, roll, and punch projects. The area will be used for storing clay, glasses and tools. In addition to working on table tops, students will work on pottery wheels and use a large kiln. This area should be designed for use by 10-15 students. It should contain clay storage bins and at least three different kinds of clay. The clay storage should be located close to 3 or 4 heavy duty tables, approximately 36 inches x 72 inches in size. Tables will be equipped for built-in wires to cut and knead clay. A kiln should be located in this same area. (220 volt circuit will be needed adjacent to this kiln.) There should be space and provisions for a second kiln to be added at another date. Each kiln will occupy a space 4 x 4 feet. The immediate area should be designed for safety and adequate ventilation.

The owner will provide 10 to 15 stools along with other movable equipment mentioned in this section.

The flooring in this area should also be similar to that in the painting area. It could be treated concrete. There should be at least two sink units provided with hot and cold water and with soap and paper dispensers. The sinks should be equipped with clay traps.

There should be at least 100 lineal feet of 16-inch depth open and adjustable shelving either located on the walls which surround this area or free-standing within this area. Sculptured clay objects will be set on these shelves to dry or to await further processing. The area should be designed to include two pottery wheels.

Area #3 - Print Making

In this area, students design and execute various printing activities. They need to have tables to work on for both designing and printing. Quite often this involves using a frame flat on the table and rolling ink out to print.

The area should be designed to accommodate between 10 and 15 students.

The area needs to have cabinet work and counter tops to hold 8 to 10 screen frames and an equal number of simple table-top printing presses. Likewise, the area needs to be furnished with racks to hold racks of paper and built-in shelves and drawers for storing printing paper in flat condition. This flat paper can be up to 30 inches x 36 inches in width and the other paper can be up to 42 inches in length.

Two paper cutters, each approximately 24 inches square, need to have counter-top locations. The area should be provided with a single sink furnished with hot and cold water and soap and paper dispensers.

It is suggested that approximately 10-12 lineal feet of counter space, 30 inches deep and 36 inches high, be provided in this area (with paper storage below).

It would also be advisable to have 3-4 tables, each about 42 inches x 72 inches in size, made of heavy duty construction.

The owner will provide, in addition to the tables, paper cutters, screen frames, and presses, about ten to fifteen 30-inch high stools.

Area #4 - Crafts, Including Jewelry Making

This area will be used for jewelry making, weaving, leather crafts, and other forms of arts and crafts not mentioned elsewhere in this section of the edspec.

Students who are involved in jewelry making activities need a solid counter top table on which to work. It should contain about 20 to 30 square feet of surface. This unit should be suitable for attaching bench-pins and other tools. Much soldering and hammer pounding takes place in jewelry making so the table or counter top should be made of a material which will not be unduly damaged in the jewelry-making process. The immediate area should be adequately ventilated since both the soldering and pickling process create unpleasant, as well as dangerous fumes.

The workbench on which soldering is performed should contain upper and lower cabinets for storing soldering equipment and materials. A separate unit should be provided with lockable drawers for storing jewelry tools and equipment. Additional space should be provided for the storage and use of acetylene tanks (four to six in number) and a polishing unit.

The area should contain a single sink unit equipped with hot and cold water and soap and paper dispensers.

The owner will supply 10 to 15 stools and a hot plate in addition to movable equipment mentioned above.

A built-in safe with approximately two cubic feet of storage space should be built into one of the walls or floors in this area. This safe will be used to store small amounts of silver, gold or other materials being used in the art studio.

Area #5 - Teacher Center

An area should be designated in the art facility as the teacher center. This area should be equipped with a lockable clothing and miscellaneous storage cabinet with approximately six to eight square feet of floor space. This storage cabinet should be equipped for hanging up such things as coats, smocks, purses and with a shelf for holding such things as hats, gloves, lunches, etc. The School District will provide a teacher's desk and chair for the area, along with two to three students' chairs. A white, metal, enameled chalkboard approximately 4 x 4 feet should be located on a nearby wall. The chalkboard should be equipped with a chalk rail. Over the chalkboard, or nearby, should be mounted a projection screen of the same size on which films and slides can be projected. The owner will provide the necessary projectors.

Area #6: Art Supplies

A room with approximately 35 square feet of floor space should be provided in a location close to the teacher center. The room should be equipped with shelving from floor to ceiling on at least three walls. Shelving below 36 inches in heighth should be approximately two feet deep, and above 36 inches should be approximately 15 inches deep. Shelving should be open and adjustable at least in the upper portions. The room should be equipped with a lock master-keyed to the rest of the building.

Area #7: Locker Storage Area

This space should be an open area in which students store ongoing materials and in which they leave their personal belongings while working in the art studio. Personal belongings can be hung on a series of open coat hooks and placed on open shelving above these hooks. An area

sufficient for 25 students to hang their coats and place their books, purses, etc. should be provided. Likewise, a built-in locker area needs to be provided. Each locker (actually a lockable storage unit) should be approximately three feet wide, two feet deep, and 10 inches high. Thirty such units are needed. The units should be provided with hardware permitting the students to use padlocks. Note: There is a unit such as this in the art room located in the cafeteria building. Although it has been quite heavily used, it could be re-used if needed. Two to three students will use each of the 30 locker units for storing projects in process. Sufficient space is needed to permit both the departing and incoming class to get into these lockers every time there is a change in classes, although as a rule, departing students would have left the area by the time the incoming class arrives.

Area #8 - Exhibit Area

This area would be used almost exclusively for completed paintings, drawings, sculptures, wall hangings and other art objects. The area should be located so that students coming to and from the art facility pass through the exhibit area. The exhibit area should have some special lighting effects, be in view of the teacher as much as possible and have as much wall space as can be provided (up to a maximum of 400 square feet). It would be very desirable to have wall space that is floor to ceiling in heighth. It would be desirable to have several adjustable spotlights. A lockable display case with about 20 to 30 cubic feet of interior display area should be provided in the exhibit area.

Area #9 - Multi-Media Center

The multi-media area could be constructed in conjunction with the exhibit area. It is an area where students would receive instruction in audio visual presentations, flipcharts, posters, 3-dimensional models, etc.

Patio

The facility should have an outdoor patio located adjacent to and accessible from both the drawing and painting area and the pottery and sculpture area. This patio area should be a minimum of about 400 feet square and should contain some rugged outdoor benches (20 to 30 lineal feet).

One of the building walls adjacent to the patio should be suitable for sanding and repairing outdoor murals. It probably would be good for the patio to have a dirt floor so that spilled paint or drippings would not become a problem or perhaps it would be better to have a sand floor.

General

The owner will provide a drum-type, wet-dry shop vacuum for the teacher and students to use for cleaning up the studio.

If windows are provided in this building, blackout shades (they don't have to be black in color) should be provided to permit the interior to be used for a variety and type of projection equipment. Whether or not there are windows, skylights are very desirable to help distribute natural light throughout the interior of the art studio.

It is desired that the overall atmosphere of the art facility be reflective of the tri (Indian, Spanish, Anglo) culture of the Pojoaque

area. This has implications for wall finishes, selection of lighting fixtures, providing an exterior mural wall--and even one in the exhibit area, niches in the walls for displaying small pieces of sculpture, carvings, and other artifacts.

It would be helpful to have some movable exhibit panels which could be used in the exhibit area and other areas of the facility where an exhibit panel would be appropriate.

The owner will provide platforms for still life and models. These will be about four feet square and 1 to 3 feet high. They will be used primarily in the drawing and painting area. The facility should contain one to three floor to ceiling bulletin boards--each about 4-8 feet wide.

The facility should contain 50 or so hooks scattered around the ceiling in the drawing and painting area, the print-making area and the exhibit area. These hooks will be used to hang materials which were drying or otherwise temporarily kept out of the way. Some of these hooks may be used for supporting hanging plants and therefore two or three such hooks should be located near each skylight and exterior window. The appendix contains a list of the equipment currently used in the art program.

Since many small electrical devices will be used in all of the art areas, 110 volt electrical outlets should be located every six to eight feet around the interior of the rooms and continuous strip molding should be located above all workbench tops.

SPACE ALLOCATION

It is envisioned that the new art facility should contain about 1700 square feet of floor space.

SECTION XI

MUSIC EDUCATION

XI. MUSIC EDUCATION

CURRENT FACILITIES

The music program is presently housed in a music facility located in the southern end of the vocational building. The music facility contains:

1 Instrumental room

1 Equipment storage and cleaning room

1 Guitar storage room (a converted music practice room)

1 Miscellaneous equipment storage and repair room (a practice room)

The present facility is too small, not sufficiently acoustically designed or treated and poorly located; in addition unpleasant - and perhaps hazardous - fumes, along with excessive noise e inates from the immediately adjacent agricultural vocational shop.

CURRENT MUSIC PROGRAM

The current music program includes instruction only in instrumental music. No choral instruction is offered. The present instrumental program consists of five daily classes which vary in class size from 30 to 80 students and one instructor.

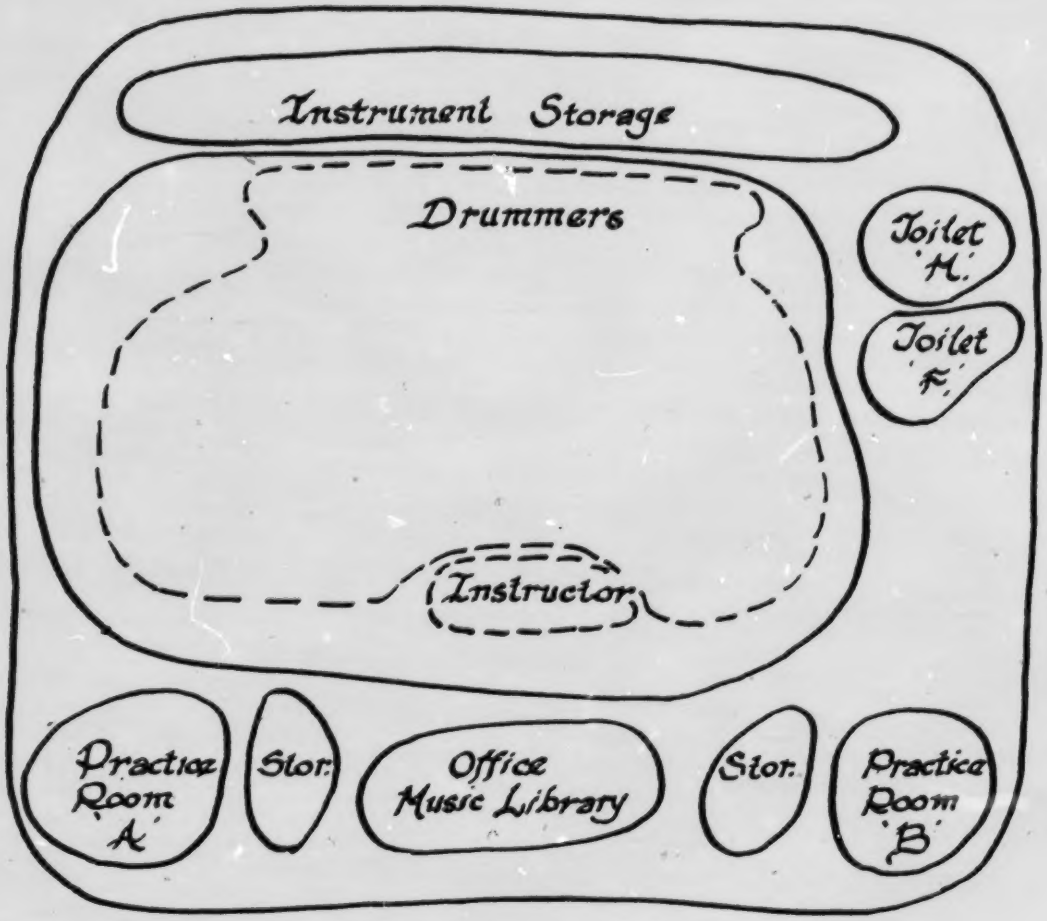
PROPOSED MUSIC FACILITY

The School District is proposing that the present music facility be moved out of the vocational building so that the space presently devoted to music can be added to the industrial arts and vocational facilities. The music program is to be rehoused in a new facility;

it will contain an instructional music room (rehearsal hall), a combination band director's office and music library, two practice rooms, storage room, repair-cleaning-storage room, and, if economically feasible, two small toilet rooms (see Figure 11). This instructional music facility will be utilized primarily for instruction in instrumental music. It may be used one or two periods a day for choral music, but nothing should be constructed in the new instructional facility that is for choral use only. The new facility should be designed and positioned so that a choral facility containing approximately 1800 square feet of floor space can be constructed in the future at a location which is adjacent to the instrumental facility. (Although we don't know exactly what the future choral facility will contain, it is probably safe to assume that it will at least contain a choral singers' space (with built-in risers), a choral robe storage area, and a combination band director's office and music library; it would be good if the proposed two small toilet rooms could be shared by students using both the instrumental and choral music rooms. It would also be helpful if the choral and instrumental offices could be located next to each other.

Rehearsal Hall

This main facility, the rehearsal hall, should be rectangular in shape, being about one-third longer than its depth. The floor should be flat so that student chairs, music stands and instruments can be quickly and easily moved around while instruction is being conducted. The front center portion of the floor area will be provided by the Owner with a raised, movable podium on which the instructor will stand,



Music Facility

Figure #11

and sometimes sit on a stool, during large group instructional sessions. The podium will be approximately 5 feet square and about 1 foot high. The room should be designed to accommodate up to a maximum of 90 instrumental music students; the area where these students rehearse should be about 10' deeper than the present space and about 15' wider

Students in the largest group arrangement will be placed in five semi-circles with the fifth, the rear, being only a quarter-circle on the room's right side. Seven drummers will be in a straight row, centered at the rear of the room. The front row will contain ten flutes. The second row will contain seven first-clarinets and nine second-clarinets. The third row will contain five alto saxophones, ten third-clarinets, and six third-trumpets. The fourth row will contain four tenor saxophones, three bass clarinets, three tubas, six first-trumpets, eight second-trumpets, and four french horns. The fifth row, the quarter-circle, will contain nine trombones, and one baritone. The back of this main instructional room should contain lockers designed especially for the storage of the instruments listed in this paragraph. The hardware on these lockers should be designed to accommodate padlocks. (The protection of music equipment is a major security problem in the Pojoaque School System.) These instrument lockers should accommodate two to three instruments per locker so that only a few students will share each locker. A list of the instruments which are to be stored in these lockers is included in the appendix.

This large room should have two exterior doors on opposite sides of the room. Each door should be 36 inches in width to facilitate the moving of large instruments through the doorways. The largest instru-

ment to be moved through the door at the present time is 32 inches wide. A chalkboard, approximately 4 x 16 feet, should be centered on the front wall. This large room should contain a drinking fountain which has a cooler included.

The rehearsal hall should be designed to be accoustically supportive to the music program. (The music instructor has expressed that this primarily means that the walls, ceiling and floor of the room should be highly absorbent of sounds). The room should contain a large wall clock placed where both the students and teacher can see it. A bulletin board, approximately 4 x 8 feet, should be located near the doorway which is most likely to be used the most by students. The HVAC system should be designed to provide as much comfort as possible during the school year but especially in Spring and Fall, when exterior temperatures can be in the 80-90 degree range. An alternate price should be taken for cooling this room.

A telephone jack should be located where it is convenient to both the office and the instructor's podium. A movie projection screen should be mounted at the front of the room. Because of the size of the room, a larger than normal screen should be built in (about 10 x 12 feet).

Toilets

One boys' toilet and one girls' toilet should be included as an alternate. Each of these toilets should be designed to accomodate one person at a time. Quiet-type fixtures should be included so that use of the toilets minimally interferes with class activities. The access should be designed so that these toilets can be equally well used by

students from the future choral room.

Band Director's Office and Music Library

This room should contain open, adjustable storage shelving, 16 inches in depth and 15 inches apart, floor to ceiling, on one wall of the room. The room should be approximately 150 square feet in floor area. In addition to the shelving, the room will contain a band director's desk and chair, two visitor's chairs, a viewing window into the rehearsal hall of approximately 12 square feet, and a bulletin board of approximately 9 to 12 square feet of area. This room should have a door that opens directly into the rehearsal hall.

Practice Room #1

This room should be designed for 18 students to sit in a cluster (1-2 horseshaped circles) with instruments to receive small group instruction and to practice playing music together. The room should contain approximately 24 feet of chalkboard surface (green preferred). The room should be designed to absorb a great deal of the sound generated by the instruments. A door from this room should open into the rehearsal hall and this door should be acoustically designed to prevent the transmission of sound between the two rooms.

Practice Room #2

This practice room should be for 10 students and should be designed similarly to Practice Room #1.

Storage Room

The storage room, of approximately 200 square feet of floor area, should be provided for the storage of band uniforms and miscellaneous

instruments. One of the longer walls of this storage room should have built-in, adjustable, removable 30" (12" on center vertically) shelving with doors from floor to ceiling. The remainder of the room will be used to house existing uniform storage cabinets (6 cabinets @ 42" w x 30" deep x 78" h + 1 cabinet 90" w x 30" deep x 80" h -- all plus or minus a couple of inches).

Instrumental and Cleaning Room (Plus Auxillary Storage)

This room should contain about 150 feet of floor area. The existing equipment cleaning sink should be relocated into this room and connected with hot and cold water, and a drain. A sturdy workbench, or counter top should be built in one end of the room. This bench should be about 30 inches deep and 8 to 12 feet in length. Above the sink, there should be a set of storage cabinets for storing cleaning supplies, repair tools, and repair supplies. This equipment area should be about 16 inches deep and contain about 18 to 20 lineal feet of storage space. This room should have a door which opens directly into the rehearsal hall.

General

The band director believes it would be desirable to carpet the rehearsal hall, the two practice rooms and the combination office/library room. The Architect's acoustical design should consider whether or not this is advisable or necessary.

A set of portable risers will be stored somewhere in or near the music facility. The overall size of this riser still needs to be determined.

Equipment lists have been placed in the appendix. They should be reviewed by the Architect.

No decision has yet been made concerning whether a stereophonic music set should be installed. Perhaps the Architect and engineer should install conduit, outlets, backup boxes, etc.

Positions for a piano and an organ should be determined, even if they are not to be purchased now.

At one point during the preparation of this Edspec it was thought that the rehearsal hall might also be used for a little community theater. This idea was abandoned as the educational consultant learned of the ongoing security problem faced by the school in the present music facility. So much equipment is left exposed in the hall (piano, stands, chairs, drums, etc.) that it would create too many problems to use the rjom for other than music purposes.

The facility is used in the summer for 6-8 weeks - mostly in the mornings. This could influence the decision to add cooling equipment to the mechanical system.

SECTION XII

REGULAR CLASSROOM FACILITIES

XII. REGULAR CLASSROOM FACILITIES

If construction funds permit, it would be desirable to gain one permanent regular classroom out of this project. This classroom would be considered for construction only if the special education program is moved into the existing senior high classroom building and if the Superintendent of Schools determines that such a classroom is essential. (Since project funds are so tight, it would be best not to include the room in the project unless special funds are found to pay for it.) If the classroom is constructed as one of the new buildings, it would be better to make it part of the art building rather than the music building.

When and if it is decided to construct this classroom, the Educational Consultant will prepare an Edspec for it. The Architect should expect that the room will contain about 750 square feet of floor area.

SECTION XIII

GENERAL CONCERNS

XIII. GENERAL CONCERNS

FIRE SAFETY

This School District is particularly concerned about fire safety. The Architect and Engineer are urged to design facilities which conform to the best fire safety practices enunciated by the Fire Marshall of the State of New Mexico.

FACILITIES FOR THE HANDICAPPED

The School District is also particularly concerned that its educational facilities be convenient and appropriate for use by physically handicapped persons. The Architect and Engineer are urged to design facilities which conform to law and best practice in this respect.

PERSONAL SAFETY

This School District is concerned that its school facilities be the safest possible place for children and adults to study, teach, counsel, administrate, play, etc. The Architect and Engineer are urged to plan the safest possible facilities.

"PACES IN SPACES"

The Architect is encouraged to take advantage of the diverse nature of this project, and to design facility spaces which will bring "paces to the spaces" in Pojoaque Valley High School. Stated another way, interesting variations are needed in school facilities.

FLEXIBILITY

Increasingly the Pojoaque Valley High School is becoming a school in which there is less "me talk, you listen" lecturing and more "learning by doing" student activity. It is believed that the school will-and should-continue to move in this direction, and therefore the Architects and Engineers of this project are encouraged to design features into the project which will increase the flexibility with which teachers and students can utilize each of the facilities and building systems.

Flexibility is desired which will promote or increase varied grouping of students, individualized instruction, interesting working environments, multiple use of space opportunities, more enjoyable use of the facilities, and otherwise improve the learning setting.

AESTHETICS

Like many of the low financed schools in New Mexico, the Pojoaque Valley School District has not felt that it could, or should spend public funds on lawn sprinkler systems, grass, etc., and henceforth will continue, except for the installation of hard surface areas, to have dirt surfaced playgrounds. This presents a challenge to the Architects. Pojoaque wants its facilities to look modern, compliment local culture, and help the exterior of the school (school site) to look as good and be as safe as possible. In addition, the Educational Consultant wants the Architect to use exterior colors/textures/materials

in a way that will stimulate children to like the school, to participate in school functions and to enjoy and learn in a motivating environment.

THERMAL CONDITIONS

Even though air conditioning (refrigerated cooling) would be desirable in the Pojoaque Valley High School on some spring and fall days, the school cannot afford it. The school would like to use outdoor air for cooling purposes to the degree that it is economical and otherwise advisable.

LOCATION OF NEW FACILITIES ON THE POJOAQUE HIGH SCHOOL CAMPUS

There are some specific concerns related to the location of facilities for each subject matter area. These concerns are covered separately under the discussion of those areas. There are also some general concerns about the location of any facility on the Pojoaque High School campus. Those are discussed here.

Several staff members of the Pojoaque High School have expressed concern about any new facilities encroaching on the 'quadrangle', the open area on campus between the buildings. High school students use this area extensively for between class and lunch hour gatherings. Another concern of the teaching staff and administration of the school is that the placement of new facilities will create areas between buildings that are difficult to supervise. The architect must also keep in mind that the current campus is quite small, and that both a senior high school and junior high school are located on the same campus. This is compounded by the fact that parking, especially for athletic events in the gymnasium, are currently rather cramped.

APPENDIX

APPENDIX A
INDUSTRIAL ARTS

APPENDIX A

Industrial Arts Facility

Recommended List of Furniture and Equipment

Item Number	Item Name	Number Recommended	Number on Hand, Usable	Number on Hand, replace if possible	Number to be purchased new	Estimated Cost, each
WOODS/EXPLORATORY CONSTRUCTION SUB-AREA						
1	Planer	1			1	$1,600
2	Jointer, Floor Model	1	1			-
3	Saw, Circular, Table, 10"	1		1		1,000
4	Saw, Band, Floor Model	1		1		650
5	Saw, Scroll, 24" Floor Model	1			1	650
6	Grinder, Bench or Pedestal	1 (share with metals)		1		150
7	Sander, Belt	1		1		350
8	Wood Lathe	1	1			-
9	Drill Press, 15" Floor Model	1 (share with metals)		1		500
10	Air Compressor	1	1			-
11	Radial Arm Saw, 12"	1			1	450

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Item Number	Item Name	Number Recommended	Number on Hand, Usable	Number on Hand, replace if possible	Number to be purchased new	Estimated Cost, each
12	Wood Storage Racks Built-in	1			1	$ 250
13	Wood Storage Bins, Built-in	1			1	200
14	Small Parts Cabinet	2			2	100
15	Tool Storage Cabinet	1			1	500
16	Finishing Table	1			1	150
17	Spray Paint Booth and Paint Sprayer	1			1	2,000
18	Paint Storage, Approved, Lockable	1			1	500
19	Table, for bench Equipment and gluing, 36" x 72"	1			1	400

Item Number	Item Name	Number Recommended	Number on Hand, Usable	Number on Hand, replace if possible	Number to be purchased new	Estimated Cost, each
DRAFTING SUB-AREA						
1	Drafting Table, 24" x 24"	16		16		$ 75
2	Drafting Table, 30" x 42", with parallel straight edge	16			16	125
3	Supply Storage Cabinet	1			1	130
4	Drawing Storage Cabinet	2			2	250
5	Teacher's Desk	1	1			-
6	Teacher's Chair	1	1			-
7	Chalkboard, 12 ft. x 4 ft.	1			1	100
8	Tackboard, 4 ft. x 4 ft.	2			2	50
9	Drafting Stools	32	16		16	24
10	Blueprint Machine	1			1	700

Item Number	Item Name	Number Recommended	Number on Hand, Usable	Number on Hand, replace if possible	Number to be purchased new	Estimated Cost, each
BASIC ELECTRICITY SUB-AREA						
1	Electric Tunnel with Six Station Bench	4			4	$ 600
2	Parts Cabinet	2			2	100
3	Tool Storage Cabinet	1			1	150

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Continued.....

Item Number	Item Name	Number Recommended	Number on Hand, Usable	Number on Hand, replace if possible	Number to be purchased new	Estimated Cost, each
METALS SUB-AREA						
1	Drill Press, 15", Floor Model	1 (share with Woods)		1		$ 500
2	Band Saw, 7" - 8"	1			1	-
3	Buffer/Grinder	1 (share with Woods)			1	150
4	Lathe, Metal, 10"	1			1	3,000
5	Roller, Hand Operated, 24" w/ stand	1			1	500
6	Box & Pan Brake, hand operated, 24" forming width, with stand	1			1	800
7	Shears, Hand Operated, 36" width, with stand	1			1	900
8	Bender, Hand Operated, ½" capacity, w/ stand and accessories	1			1	800
9	Punch Press, Hand Operated, 4" round, 16 ga. capacity, 12" throat, with stand and accessories	1			1	1,300
10	Notcher, Hand oper. 4 tons, 6" x 6" 90 degree notch, 16 ga. capacity w/ stand	1			1	800

Item Number	Item Name	Number Recommended	Number on Hand, Usable	Number on Hand, replace if possible	Number to be purchased new	Estimated Cost, each
METALS SUB-AREA, Cont'd						
11	Rotary Machine, Bench, 7" throat, 24 ga. capacity	1			1	$ 300
12	Blacksmith Anvil, 22", w/ stand	1			1	350
13	Welding Station, electric 250 amp	2			2	850
14	Welder, Oxy/Acetylene, Portable	1			1	200
15	Furnace, Crucible, No. 16, 10" x 12" Chamber, w/ stand	1			1	1,000
16	Furnace, Soldering, Bench type, 4" x 6" Firebox, w/ melting pot	1			1	150
17	Furnace, Heat Treating, w/ blower	1			1	700
18	Air Compressor	1 (share w/ Voc. Ag.	1			-
19	Bench, for Metal Working Machines, 40" x 60"	1			1	250
20	Bench, for Metal Work, 54" x 64" 12 ga. steel top	1			1	200

Item Number	Item Name	Number Recommended	Number on Hand, Usable	Number on Hand, replace if possible	Number to be purchased new	Estimated Cost, each
GENERAL PURPOSE WORK AREA						
1	Work Benches, 4 stations, lockers below	6	5		1	$ 450
2	Stools	24			24	12
3	Student project storage rack	1			1	200
SUPPORT AREAS						
1	Teacher's Desk	1			1	120
2	Teacher's Chart	1			1	50
3	File Cabinet, 4-drawer, legal size	1		1		120
4	Bookcase, metal, 3 shelf	1			1	50

APPENDIX B

VOCATIONAL AGRICULTURE

APPENDIX B

Vocational Agricultural Facility
Recommended List of Furniture and Equipment

Item Number	Item Name	Number Recommended	Number On Hand Usable	Number On Hand, Replace If Possible	Number To Be Purchased, New	Estimated Cost New, Each
1	Air Compressor	1	1			
2	Welder, Arc, With Booth, 250 amp	5		7		$ 850.00
3	Welder, Oxy/Acetylene, With Booth	4			4	1,000.00
4	Welder, Oxy/Acetylene, Portable	1			1	200.00
5	Bench, Metal Working, 28" x 64", 12 Ga. Steel Top	2			2	150.00
6	Bench, Woodworking, 42" x 60"	2			2	125.00
7	Saw, Table, Circular, 12"	1	1			
8	Drill Press, 17" Variable	1	1			
9	Grinder, Bench	1	1			

Appendix B (Continued)

Vocational Agricultural Facility
Recommended List of Furniture and Equipment

Item Number	Item Name	Number Recommended	Number On Hand Usable	Number On Hand, Replace If Possible	Number To Be Purchased, New	Estimated Cost New, Each
10	Grinder, Pedestal, Heavy Duty	1			1	$ 250.00
11	Planer, 12 to 18 inches	1			1	1,600.00
12	Jointer, 6 to 8 inches	1			1	700.00
13	Storage Units for Large Lumber and Metal, Small Materials, Teaching Materials, and Welding Equipment					
14	Lockers, Student 12 x 12 x 36 inches	30			30	30.00
15	Tables, Classroom 30 x 60 inches	12			12	75.00
16	Chair, Stacking, 17 inches	33			33	10.00
17	Desk, Teachers	2	1		1	150.00
18	Chair, Teachers	2	1		1	50.00
19	File Cabinet, 4-Drawer, Legal	1			1	100.00

Appendix B (Continued)
Vocational Agricultural Facility
Recommended List of Furniture and Equipment

Item Number	Item Name	Number Recommended	Number On Hand Usable	Number On Hand, Replace If Possible	Number To Be Purchased, New	Estimated Cost New, Each
20	Bookcase, 36 x 42 inches	1			1	$ 100.00
21	Projection Screen, 36 x 42 inches	1			1	$ 50.00
22	Anvil, Blacksmith's, 19 x 22 inches	1	1			
23	Sheep Shears, *Drop* Type	1			1	?
24	Scale, Livestock, Portable	1			1	?
25	Floor Jack, 3 Ton, Pneumatic	1			1	400.00
26	Saw, Abrasive, Cut-Off, Heavy-Duty, 10 inch	1			1	500.00
27	Cement Mixer	1			1	300.00
28	Hoist, Hand, 2 Ton	1		1		250.00

APPENDIX C

Moveable Equipment Recommended

for Maximum Utilization of Flexible

Space in all Special Education Programs

APPENDIX C

Part A MOVEABLE EQUIPMENT: SPECIAL EDUCATION

B Level Program Resource Room

Item #	Item Description	Number Recommended	Number on Inventory usable	Number on Inventory replace	Additional Equipment Quantity	Additional Equipment cost each
1	Portable chalkboard	1	1	0	0	none
2	Student carrel, single occupancy with task lighting and electrical outlets (4 to 6 foot extension cord) and sound shielding.	6	0	0	6	$175
3	Student carrels, single occupancy with task lighting and electrical outlets (4 to 6 foot extension cord) and sound shielding. Suitable for a typing station.	2	0	0	2	175
4	Chairs, Student. Adult sized with "sled" legs for carpet. Stacking and curvilinear.	12	0	0	12	15
5	Storage cabinet, locking. 24 inch depth with sliding doors. Approx. 30 inch height with casters (locking) and top suitable for student work surface. Four foot length.	4	0	0	4	250
6	Bookcases 30" x 36" x 13½" HWD. Top suitable for work surface, adjustable shelving.	6	0	0	6	80
7	Tables trapezoid. 30" x 30" x 60" top. Adjustable height.	5	0	0	5	45
8	Table, rectangular. 48" x 30" top. adjustable height, folding.	0	0	0	0	none

APPENDIX C (Continued)

Part A MOVEABLE EQUIPMENT: SPECIAL EDUCATION

B Level Program Resource Room

Item #	Item Description	Number Recommended	Number on Inventory		Additional Equipment	
			usable	replace	Quantity	cost each
9	Table, rectangular. 72" x 30" top. adjustable height.	1	0	0	1	$47
10	Teacher Desk, double pedestal. File drawer on one side (locking) 30" x 60" top	1	0	1	1	185
11	File Cabinet, five drawer, locking	1	0	1	1	460
12	Teacher chair	1	0	1	1	35
13	Typewriter, manual	1	0	0	1	150
14	Typewriter, electric	1	0	0	1	200
15	Sewing machine	1	0	1	1	200
16	bean bag chair	3	0	0	0	15
17	couch	0	0	0	0	none
18	arm chairs	0	0	0	0	none
19	portable projection screen	1	0	1	1	70
20	cassette tape player	4	0	0	4	57
21	cassette tape recorder-player	2	0	0	2	80
22	Student head sets for tape players and recorders	6	0	0	6	8

APPENDIX C (Continued)

Part A MOVEABLE EQUIPMENT: SPECIAL EDUCATION

B Level Program Resource Room

Item #	Item Description	Number Recommended	Number on Inventory		Additional Equipment	
			usable	replace	Quantity	cost each
23	Refrigerator	0	0	0	0	none
24	Stove	0	0	0	0	none
25	Plastic Tubs for student storage 16" x 24"	24	0	0	24	$ 2

APPENDIX C (Continued)

Part B MOVEABLE EQUIPMENT: SPECIAL EDUCATION

C Level Program Combination Class

Item #	Item Description	Number Recommended	Number on Inventory usable	Number on Inventory replace	Additional Equipment Quantity	Additional Equipment cost each
1	Portable chalkboard	1	1	0	0	none
2	Student carrel, single occupancy with task lighting and electrical outlets (4 to 6 foot extension cord) and sound shielding.	8	0	0	8	$175
3	Student carrels, single occupancy with task lighting and electrical outlets (4 to 6 foot extension cord) and sound shielding. Suitable for a typing station.	2	0	0	2	175
4	Chairs, Student. Adult sized with "sled" legs for carpet. Stacking and curvilinear.	12	0	0	12	15
5	Storage cabinet, locking. 24 inch depth with sliding doors. Approx. 30 inch height with casters (locking) and top suitable for student work surface. Four foot length.	5	0	0	5	250
6	Bookcases 30" x 36" x 13½" HWD. Top suitable for work surface, adjustable shelving.	8	0	0	8	80
7	Tables trapezoid. 30" x 30" x 60" top. Adjustable height.	6	0	0	6	45
8	Table, rectangular. 48" x 30" top. adjustable height, folding.	1	0	0	1	40

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APPENDIX C (Continued)

Part B MOVEABLE EQUIPMENT: SPECIAL EDUCATION

C Level Program Combination Class

Item #	Item Description	Number Recommended	Number on Inventory		Additional Equipment	
			usable	replace	Quantity	cost each
9	Table, rectangular. 72" x 30" top. adjustable height.	2	0	0	2	$47
10	Teacher Desk, double pedestal. File drawer on one side (locking) 30" x 60" top	2	1	1	1	185
11	File Cabinet, four or five drawer, locking, fire-proof	1			1	460
12	Teacher chair	1	0	0	1	35
13	Typewriter, manual	2	0	4	2	150
14	Typewriter, electric	1	0	0	1	200
15	Sewing machine	2	2	0	0	none
16	bean bag chair	3	0	0	3	15
17	couch	1	0	0	1	400
18	arm chairs	2	0	0	2	150
19	portable projection screen	1	1	0	0	none
20	cassette tape player	4	0	0	4	57
21	cassette tape recorder-player	4	2	0	2	80
22	Student head sets for tape players and recorders	8	0	0	8	8

APPENDIX C (Continued)

Part B MOVEABLE EQUIPMENT: SPECIAL EDUCATION

C Level Program Combination Class

Item #	Item Description	Number Recommended	Number on Inventory		Additional Equipment	
			usable	replace	Quantity	cost each
23	Refrigerator	1	0	1	1	$350
24	Stove	1	1	0	0	none
25	Plastic Tubs for student storage 16" x 24"	14	0	0	14	2

APPENDIX C (Continued)

Part C MOVEABLE EQUIPMENT: SPECIAL EDUCATION

Diagnostic Program

Item #	Item Description	Number Recommended	Number on Inventory		Additional Equipment	
			usable	replace	Quantity	cost each
1	Portable chalkboard	0	0	0	0	none
2	Student carrel, single occupancy with task lighting and electrical outlets (4 to 6 foot extension cord) and sound shielding.	0	0	0	0	none
3	Student carrels, single occupancy with task lighting and electrical outlets (4 to 6 foot extension cord) and sound shielding. Suitable for a typing station.	0	0	0	0	none
4	Chairs, Student. Adult sized with "sled" legs for carpet. Stacking and curvilinear.	6	0	0	6	$ 15
5	Storage cabinet, locking. 24 inch depth with sliding doors. Approx. 30 inch height with casters (locking) and top suitable for student work surface. Four foot length.	0	0	0	0	none
6	Bookcases 30" x 36" x 13½" HWD. Top suitable for work surface, adjustable shelving.	1	0	0	1	80
7	Tables trapezoid. 30" x 30" x 60" top. Adjustable height.	0	0	0	0	none
8	Table, rectangular. 48" x 30" top. adjustable height, folding.	1	0	0	1	40

APPENDIX C (Continued)

Part C MOVEABLE EQUIPMENT: SPECIAL EDUCATION

Diagnostic Program

Item #	Item Description	Number Recommended	Number on Inventory		Additional Equipment	
			usable	replace	Quantity	cost each
9	Table, rectangular. 72" x 30" top. adjustable height.	1	0	0	1	$ 47
10	Teacher Desk, double pedestal. File drawer on one side (locking) 30" x 60" top	1	0	0	1	185
11	File Cabinet, five drawer, locking (Fire Proof)	1	0	0	1	460
12	Teacher chair	1	0	0	1	35
13	Typewriter, manual	0	0	0	0	none
14	Typewriter, electric	1	0	0	1	200
15	Sewing machine	0	0	0	0	none
16	bean bag chair	0	0	0	0	none
17	couch	0	0	0	0	none
18	arm chairs	0	0	0	0	none
19	portable projection screen	0	0	0	0	none
20	cassette tape player	0	0	0	0	none
21	cassette tape recorder-player	1	0	0	1	80
22	Student head sets for tape players and recorders	0	0	0	0	none

APPENDIX C (Continued)

Part C MOVEABLE EQUIPMENT: SPECIAL EDUCATION

Diagnostic Program

Item #	Item Description	Number Recommended	Number on Inventory		Additional Equipment	
			usable	replace	Quantity	cost each
23	Refrigerator	0	0	0	0	none
24	Stove	0	0	0	0	none
25	Plastic Tubs for student storage 16" x 24"	0	0	0	0	none

APPENDIX C (Continued)

Part D MOVEABLE EQUIPMENT: SPECIAL EDUCATION

Summary of all Program Needs

Item #	Item Description	Number Recommended	Number on Inventory		Additional Equipment	
			usable	replace	Quantity	cost
1	Portable chalkboard	2	2	0	0	-0-
2	Student carrel, single occupancy with task lighting and electrical outlets (4 to 6 foot extension cord) and sound shielding.	14	0	0	0	$2450
3	Student carrels, single occupancy with task lighting and electrical outlets (4 to 6 foot extension cord) and sound shielding. Suitable for a typing station.	4	0	0	0	700
4	Chairs, Student. Adult sized with "sled" legs for carpet. Stacking and curvilinear.	30	0	0	30	450
5	Storage cabinet, locking. 24 inch depth with sliding doors. Approx. 30 inch height with casters (locking) and top suitable for student work surface. Four foot length.	9	0	0	9	2250
6	Bookcases 30" x 36" x 13½" HWD. Top suitable for work surface, adjustable shelving.	15	0	0	15	1200
7	Tables trapezoid. 30" x 30" x 60" top. Adjustable height.	11	0	0	11	495
8	Table, rectangular. 48" x 30" top. adjustable height, folding.	2	0	0	2	80

APPENDIX C (Continued)

Part D MOVEABLE EQUIPMENT: SPECIAL EDUCATION

Summary of all Program Needs

Item #	Item Description	Number Recommended	Number on Inventory		Additional Equipment	
			usable	replace	Quantity	cost
9	Table, rectangular. 72" x 30" top. adjustable height.	4	0	0	4	$ 188
10	Teacher Desk, double pedestal. File drawer on one side (locking) 30" x 60" top	3	0	0	0	555
11	File Cabinet, five drawer, locking	3	0	0	3	1380
12	Teacher chair	3	0	0	3	105
13	Typewriter, manual	3	0	4	3	450
14	Typewriter, electric	3	0	0	3	600
15	Sewing machine	3	2	1	1	200
16	bean bag chair	6	0	0	6	90
17	couch	1	0	0	1	400
18	arm chairs	2	0	0	2	300
19	portable projection screen	2	1	1	1	70
20	cassette tape player	8	0	0	8	456
21	cassette tape recorder-player	7	2	0	5	400
22	Student head sets for tape players and recorders	14	0	0	14	112

APPENDIX C (Continued)

Part D MOVEABLE EQUIPMENT: SPECIAL EDUCATION

Summary of all Program Needs

Item #	Item Description	Number Recommended	Number on Inventory		Additional Equipment	
			usable	replace	Quantity	cost
23	Refrigerator	1	0	1	1	$ 350
24	Stove	1	1	0	0	-0-
25	Plastic Tubs for student storage 16" x 24"	38	0	0	38	76

Total est. cost $13357.00

Summary of
Additional moveable equipment
recommended for flexible space in all
Special Education Programs

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APPENDIX D

ART

POJOAQUE VALLEY SCHOOLS

EQUIPMENT INVENOTRY

APPENDIX D

MAY 25 1979

School Pojoaque High School

Teacher [illegible]

Room # or Dept. [illegible]

Quantity	Inv. Number	Serial #	Description	Condition	Source - Title I, II, III, IV or Spec. Ed	Value
8			Acetylene Tanks & Hose	Good	Johnson [illegible]	UNK.
1			Polishing Motor & Dust Collector	Good		$150.00
1			Triple Beam Balance	Good		150.00
1			Bench Grinder	Good		20.00
2			Flexible Shafts (1-3 ft; 1-4 ft)	Good		25.00
4			Chasing Hammers	Good		75.00
1			Doming Hammer			20.00
8			Raising, Planishing Hammers			10.00
4			Needle File sets			20.00
3			Rawhide Mallets			10.00
6			Asbestos Mats			3.00
4			Heating Frames			6.00
4			Copper Pickeling Pans			5.00
4			Bent Point Tweezers			6.00
2 Pr.			Heavy duty Shears			.50
1 Pr.			Silver Snips			6.00
1			Wire Cups			.50
2 Pr.			Curved Shears			3.00
6			Reeding Tool Pr			1.00
1			Burnisher			.50
1			Hand Mill			2.00
12			Muslin Buffing Wheels			3.00
1 Set			Abrasive Jackets			.50
1			Bottle Sol-Heater			1.00
1			Ring Soldering Block			1.00
2			Ring Mandrels			4.00
1			Ring Clamp			1.00
1			Bracelet Mandrel			1.00
2 Sets			Tapping Die & Punches			1.00
1			Third Hand Soldering Aid			2.00
1			Draw Plate and Tongs			.50
1			Bottle Oxidizer			15.00
1			Jeweler's Pliers			.50
1			Ring Bender Plier			5.00
1			Red Steel Tool Box			.50
10			Gray Steel Tool Box			100.00
4			Jeweler's Frames (3-good; 1 poor			40.00
1			Bench Pin & Anvil Sets			10.00
3			Wood V-Boards			15.00
2			C - Clamps			.50
1			Striker			.50
1			Scribe			1.00
3			Tynes polishing compound			1.00
1			File Cleaning Brush			.50
2			Bench Vises			2.00
4			Wood Doming Blocks			15.00

1	Paper Cutter	poor		
3	Wood Art Cabinets (with miscellaneous art supplies)	poor		
1	Paper holder			
2	Rolls paper (1-green;1-black)			
4	Large Wood Tables	fair		
3	Small Tables (desk type)	fair		
1	Drawing table	fair		
1	Teacher's Desk	good		
1	Metal Black Table	fair		
4	Metal Cabinets (attached to wall)			
1	Large Table (on wheels) also with misc. art supplies..	fair		
	Handmade Stamps	poor		5.00
10	Books on Indian jewelery-making	poor		10.00
6	Double Clamp Soldering Stand	new		5.00
1	Moto-Tool	new		39.95
1				

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POJOAQUE VALLEY SCHOOLS
EQUIPMENT INVENOTRY
MAY 25 1979

APPENDIX D (Continued)

School Pojoaque High School

Teacher Rosina L. Short

Room # or Dept. ART/SILVERSMITH

Quantity	Inv. Number	Serial #	Description	Condition	Source - Title I,II, III, IV or Spec. Ed	Value
					JOHNSON O'MALLEY	
2			Acetylene Tanks & Tips	good		$150.00
1			Polishing Motor & Dust Collector	good		150.00
1			Triple Beam Balance Scale	good		20.00
1			Bench Grinder	good		25.00
2			Flexible Shafts (1-new; 1-[illegible])	poor		75.00
4			Chasing Hammers	good		36.00
1			Doming Hammer	good		10.00
8			Raising, Planishing Mallet Hammers	good		30.00
4			Needle File Sets	poor		10.00
3			Rawhide Mallets	good		9.00
6			Asbestos Mats	good		6.00
4			Heating Frames	good		4.00
4			Copper Pickeling Pans	good		6.00
4			Bent Point Soldering Tweezers	poor		.50
2 Pr.			Heavy Duty Shears	good		6.00
1 Pr.			Silver Shears	poor		2.50
1			Miss Quag	good		6.00
2 Pr.			Curved Shears	good		6.00
6			Locking Tweezers	poor		3.00
1			Burnisher	poor		2.00
1			Hand Drill	poor		2.00
12			Muslin Buffing Wheels	poor		3.00
1 Set			Bejeance Setgate	good		1.00
½			Bottle Self-Pickeling Jar	poor		1.00
1			Ring Soldering Stand	good		4.00
2			Ring Mandrels	good		12.00
1			Ring Guage	good		10.00
1			Bracelet Mandrel	good		20.00
2 Sets			Dapping Die & Punches	good		50.00
4			Third Hand Soldering Aides	good		10.00
1			Draw Plate and Tongs	good		25.00
½			Bottle Oxidizer	poor		2.00
2			Jeweler's Pliers	good		5.00
1			Ring Bender Plier	good		5.50
1			Red Steel Tool Box	good		100.00
1			Gray Steel Tool Box	good		25.00
10			Jeweler's Frames (3-good; 7	poor		15.00
4			Bench Pin & Anvil Sets	good		15.00
8			Wood V-Boards	poor		8.00
3			C - Clamps	good		9.00
1			Striker	good		1.00
1			Scribe	good		1.00
3			Types polishing compounds	fair		3.00
1			File Cleaning Brush	good		2.00
2			Bench Vises	good		150.00
4			Wood Doming Blicks	fair		8.00

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1			Paper Cutter	poor	
3			Wood Art Cabinets (with miscellaneous art supplies)	poor	
1			Paper holder		
2			Rolls paper (1-green;1-black)		
4			Large Wood Tables	fair	
3			Small Tables (desk type)	fair	
1			Drawing table	fair	
1			Teacher's Desk	good	
1			Metal Black Table	fair	
4			Metal Cabinets (attached to wall)		
1			Large Table (on wheels) also with misc. art supplies..	fair	
10			*Handmade Stamps*	*poor*	*5.00*
6			*Books on Indian jewelery-making*	*poor*	*10.00*
1			*Double Clamp Soldering Stand*	*new*	*5.00*
1			*Moto-Tool*	*new*	*39.95*

APPENDIX E

This list of music equipment represents the school-owned equipment which has to be stored in the storage rooms, each having a door which enters into the rehearsal hall.

POJOAQUE VALLEY SCHOOLS
EQUIPMENT INVENOTRY

APPENDIX E
(Continued)

MAY 23, 1979

School Pojoaque High School

Teacher Ernest Sanchez

Room # or Dept. Music

Quantity	Inv. Number	Serial #	Description	Condition	Source - Title I, II, III, IV or Spec. Ed	Value
1	PHS4200	6325A	Bass Clarinet (Vito)	F		$55.00
1	PHS4201	6434A	Bass Clarinet (Vito)	F		55.00
6	PHS4203-PHS4208		Uniform Closets	G		80.00/tc
1	PHS4209	H26107	Sousaphone, Conn.	G		240.00
1	PHS4210	E19464	Sax., Baritone, Conn.	F		130.00
12	MU877 - MU888		Stands, Stage Band	G		85.00/tc
1	HS4211	2281	Flute, Arnold	F		30.00
1	PHS4212	5K33754	Bassoon	G		175.00
1	PHS4216	4646	Piano, Electric, Univox	G		125.00
1 (2 Pc)	PHS4217 PHS4218	29382 26483	Amplifier, Bass, Ampeg.	G		225.00
1	PHS4219	493470	Trombone, Valve	G		100.00
1	PHS4220	493478	Trombone, Valve	G		100.00
1	PHS4231	N65787	Sax, Tenor, Conn.	G		350.00
1		N44410	Sax, Alto, Conn.	G		340.00
1		K06442	French Horn, Conn.	F		75.00
2	PHS4232 PHS4233	5142H801*	Mandolin, Harmony	G		150.00/tot
1	PHS4234	5143H801*	Mandolin, Harmony	G		65.00

POJOAQUE VALLEY SCHOOLS
EQUIPMENT INVENOTRY

APPENDIX E
(Continued)

MAY 23, 1979

School Pojoaque High School

Teacher Ernest Sanchez

Room # or Dept. Music

Quantity	Inv. Number	Serial #	Description	Condition	Source - Title I, II, III, IV or Spec. Ed	Value
1		25536	Alto Horn	P		10.00
1	PHS4339	204972	French Horn	F		110.00
1		531977	Baritone Horn	P		20.00
1		228420	Baritone, Holton	P		25.00
2	MU889 MU890		Crash, Cymbals	F		25.00/tot
1		2822	Snare Drum, Olympic	F		20.00
1	MU891		Hi Hat	F		10.00
2	PHS4237 PHS4238		BASS DRUM, Scotch	F		40.00/tot
1			Piano, Everett	F		225.00
1	PHS4242		Glochenspiel Bells	G		75.00
1	MU896		Teachers Desk, Wooden	P		10.00
3	PHS4248 PHS4249 PHS4250		Cabinets, Metal, Filing	F		80.00/tot
1			Bass Drum Stand	P		5.00
1	PHS4221	580776	Sax, Tenor, Bundy	G		115.00
1	PHS4243		Sousaphone Stand	F		10.00
27			Adjustable Stands	F		200.00/total
50			Folding Chairs	F		200.00/total
1	MU595		Wooden Filing Cabinet	F		10.00
1	PHS4849		Cabinet, Metal, Filing, Haskell	G		85.00

POJOAQUE VALLEY SCHOOLS
EQUIPMENT INVENOTRY

APPENDIX E
(Continued)

MAY 23, 1979

School Pojoaque High School

Teacher Ernest Sanchez

Room # or Dept. Music

Quantity	Inv. Number	Serial #	Description	Condition	Source - Title I, II, III, IV or Spec. Ed	Value
1	PHS4341		Desk, Metal	G		$45.00
1	MU597		Music File Cabinet	P		5.00
1	MU904		Book Case Wooden	F		
1	MU905		Book Case, Wooden	F		
1	MU906		Book Case, Wooden	F		
1	MU909		Music File Cabinet, Wooden	F		
1	MU907		Book Cabinet	F		
1	MU908		Storage Cabinet, Wooden	P		
1	MU903		Stool, Wooden	F		
1	MU910		Wooden Book Case	F		
2	PHS4244 PHS4245		Tympani	F		125.00/tota
1	PHS4246	11-9113592	Typewriter, Royal, Model 440	F		75.00
1	MU893		Typing Table, Wooden	F		15.00
1	MU894		Wooden Chair	F		10.00
1	PHS4247	33368	Tuner, Strobe, Conn.	G		70.00
17			Old Stage Band Blazers	P		
70			New Band Uniforms & Hats	New		$10,125.00

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POJOAQUE VALLEY SCHOOLS
EQUIPMENT INVENOTRY

APPENDIX E
(Continued)

MAY 23, 1979

School Pojoaque High School

Teacher Ernest Sanchez

Room # or Dept. Music

Quantity	Inv. Number	Serial #	Description	Condition	Source - Title I, II, III, IV or Spec. Ed	Value
1	PHSL4342		Glass Case, Trophy	G		
1		1557330 1558603	Twin Tunable Conga Drums, Ludwig	G		$140.00
1 set		1525664 1525671	Timbales, Ludwig	G		140.00
1 pr.			Maracas	G		4.00
1 pr.			Tenor Drum Sticks, Metal handles w/straps	G		8.00
1 set			Concert Castanets, Ludwig	F		5.00
1	PHSL4850		Directors Stand, Wenger	G		95.00
1			Musical Instrument Cabinet	G		430.00
1	PHSL4935	GE780053	Baritone Horn, Conn.	G		369.00
1	PHSL4932	40904	Bass Clarinet, Bundy	G		
1	PHSL4931	N85780	Alto Sax, Conn.	G		229.00
1	PHSL4933	Model No. PE53	Microphone, Shure, w/stand.	G		95.00
1	PHSL4934	209575	Snare Drum, Ludwig, w/stand	G		100.00
1	PHSL4340		Table	F		
1		32949	Bassman 50 amplifier (only part of amplifier - other half unit stolen).	new		
1		44763	Bass Clarinet	new		
1			One-Step Podium, Mod. 21A31D	new		
1			Conductor Chair, Model 52A1D	new		
1			Metal Filing Cabinet	new		
1		1685183	Snare Drum, Ludwig, w/stand.	new		

POJOAQUE VALLEY SCHOOLS
EQUIPMENT INVENOTRY
MAY 23, 1979

APPENDIX E
(Continued)

School Pojoaque High School

Teacher Ernest Sanchez

Room # or Dept. Music

Quantity	Inv. Number	Serial #	Description	Condition	Source - Title I, II, III, IV or Spec. Ed	Value
1		54507199	Cassette Tape Recorder, Sanyo	G	TITLE IV	$45.00
1		L02906	Clarinet, Conn.	F	J.O.	$ 35.00
1	PHSL4225	L02834	Clarinet, Conn.	F	J.O.	35.00
1		M01552	Trumpet, Conn.	F	J.O.	40.00
1		475772	Trumpet, Holton	F	J.O.	35.00
1	PHSL4224	L03406	Clarinet, Conn.	F	J.O.	50.00
1	PHSL4227	M07434	Trumpet, Conn.	F	J.O.	45.00
1		L83972	Sax, Tenor, Conn.	F	J.O.	100.00
1	PHSL4228	L31284	Sax, Alto, Conn.	F	J.O.	80.00
1	PHSL4229	M52327	Sax, Tenor, Conn.	F	J.O.	110.00
1	PHSL4215	278729	Flute, Artley	F	J.O.	60.00
1	PHSL4213	278110	Flute, Artley	F	J.O.	45.00
1		L87364	Trumpet, Conn.	F	J.O.	45.00
1		L02890	Clarinet, Conn.	F	J.O.	35.00
1		208283	Clarinet, B&H	F	J.O.	35.00

POJOAQUE VALLEY SCHOOLS
EQUIPMENT INVENTORY

MAY 23, 1979

Appendix E (Continued)

School Pojoaque High School

Teacher Ernest Sanchez

Room # or Dept. Music

Quantity	Inv. Number	Serial #	Description	Condition	Source - Title I, II, III, IV or Spec. Ed	Value
			The following items have been deleted from our inventory.			
1	PHSM230	730026	Electric Bass, Hagstrom	(Item stolen).		
1	MU892		Ride Cymbals	(Item stolen).		
1		A735900	Amplifier, Fender	(Item stolen).		
1		15768	Trombone, Olds.	P		
1	PHSM222		Clarinet, Conn.	P		
50			Guitars			

The following is a list of equipment which should be purchased for the instrumental music room:

A. First priority (as listed by the instructor)

1. One Piano
2. Quadraphonic Stereo
3. Two Bass Clarinets
4. Two Baritone Horns
5. One Tuba
6. Three Parade Drums
7. One Telephone - Portable

B. Second Priority

1. Video Tape Recorder
2. 40 Music Stands
3. Two new Desks
4. One Combo Organ

The Superintendent of schools will determine which of these instruments will be purchased.